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ABSTRACT

The fourth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on achieving effective communication and is divided into three separate documents. It is a self-instructional linear text with audiotape and intrinsically programed sections. EM 010 428 and EM 010 426 are the second part and the script of the volume, and EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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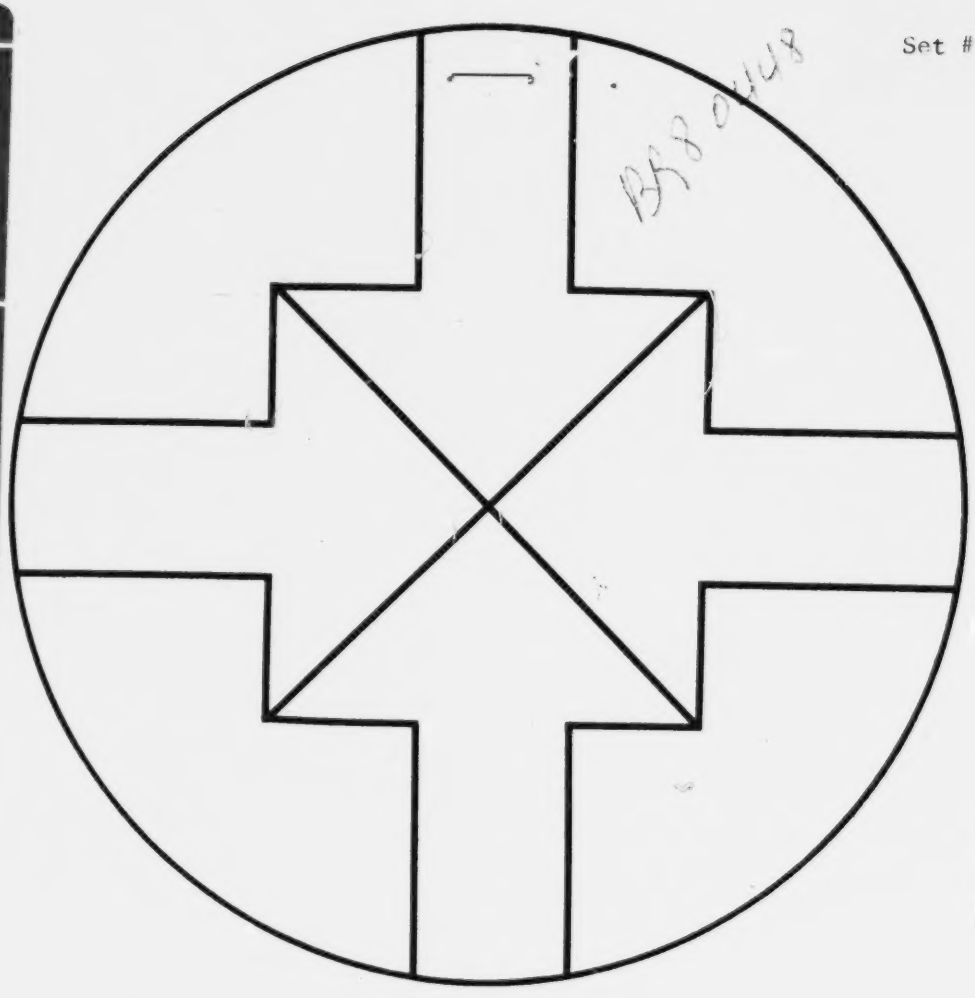

Introduction To Psychology And Leadership

Volume IV-A

Achieving Effective Communication

EM010 497

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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FOUR

ACHIEVING EFFECTIVE COMMUNICATION

Segments I, II, III & IV

Volume IV-A

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Annapolis, Maryland

1971

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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FOUR

ACHIEVING EFFECTIVE COMMUNICATION

Segment I

Importance of Interpersonal Communication

Linear Text

(HLT)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"If you can't tell me what you want, I probably can't help you get it."

Isadore Merkin

Individuals and groups, if they are to behave rationally, must communicate and be communicated with. The major theme of Part Four is the achievement of effective communication. In pursuit of this goal, the following seven segments will discuss in detail:

- The importance of interpersonal communication
- The types of communication
- The communication process (receiver and barriers)
- The communication process (sender and feedback)
- Formal communication
- Informal communication
- Communication in battle

The first segment concerns itself with the characteristics of interpersonal communication, the conditions of interaction, audience conditions, feedback conditions, the effects of these conditions on communication senders and receivers, and the relationship between effective communication and effective leadership.

No course in leadership can be comprehensive without a thorough coverage of communication. Your effectiveness as a leader will be a direct reflection of you as an effective communicator.

Segment I is a linear text. The units of information, or "frames" are numbered sequentially. You will cover the material in Segment I in the sequence in which it is numbered.

IMPORTANCE OF INTERPERSONAL COMMUNICATION

The ability of the leader to influence the group is basic to leadership. The role of communication in leadership becomes obvious when we realize that it is only through communication that the leader is able to exert this influence. Without communication there can be no leadership. In Part Four, you will study how effective communication is achieved, and how leadership is exercised through communication.

OVERVIEW: In the following sequence of frames you will learn the definitions of general communication, interpersonal communication, and feedback. You will then learn the definitions, effects and principles of the following communication conditions:

1) Zero interaction
2) Visible audience interaction
3) Free feedback interaction

This information will help you to analyze naval communication situations and the effectiveness of your own communications skill.

1 General communication is a process whereby information is sent to one or more persons in order to achieve a common understanding about some situation, object or event. General communication is a sending or transfer of information just as banking is a transfer of money.

Which of the following is an example of general communication?

a. MIDN Phillips and MIDN Chipman are having an argument in Smoke Hall.

b. Amy Lou, a coed at Yale, writes MIDN Dawson a letter every night.

---

2 Broadcasting the news on the radio is a form of general communication.

Which of the following is an example of general communication?

a. Station XYZ is broadcasting a program of hot jazz this evening.

b. The Captain announces over the 1MC what time the ship will arrive at home port.

c. Both of the above

d. None of the above

---

3 Which of these statements is correct?

a. General communication is information about two or more persons who have achieved a common meaning.

b. General communication achieves a common understanding between two or more people.

4 Select the statement that defines general communication.

a. General communication is a process whereby information is exchanged between two or more persons in order to achieve a common understanding about some situation, object or event.

b. General communication is a process whereby information is sent to one or more persons in order to achieve a common understanding about some situation, object or event.

---

5 Interpersonal communication maximizes the opportunity for interaction between sender and receiver. The opportunity for interaction diminishes as the number of senders and receivers increases.

Which of the following will allow greater opportunity for interaction between sender and receiver?

a. The Chief Engineer conducts a meeting of all the men in the department.

b. The Commissary Officer holds an informal meeting of the men in his division.

6 It is a good idea to deal with a small number of senders and receivers whenever possible. It is also helpful to let the sender and receiver exchange roles during the course of interaction. That is, the sender will receive, the receiver will send.

Which of the following is an example of this?

a. ENS Hanna is instructing several seaman recruits in rope splicing. "There are three basic types of splices, the eye, the short, and the long splice." ENS Hanna asks SN Rivers to explain the three splices and to indicate which splice is best. ENS Hanna then explains which splice is best for a particular job.

b. ENS Williams is told by his department head that the working spaces are not being maintained properly. In order to set things straight, ENS Williams calls his men to attention and tells them that the spaces have been unsatisfactory and that there will be no liberty until everything is in order.

---

7 Which of these increases the opportunity for interaction between sender and receiver?

a. Deal with a small number of senders and receivers

b. Allow sender and receiver to exchange roles

c. Both of the above

d. None of the above

---

8 When there are few senders and receivers communicating, which of the following is true?

a. There is more opportunity for interaction between them.

b. There is less opportunity for interaction between them.

9 Which statement better describes interpersonal communication?

a. It is a process whereby information is sent to one or more persons in order to achieve a common understanding about some situation, object or event.

b. It maximizes the opportunity for interaction between sender and receiver.

---

10 The following is an example of general communication.

"The quartermaster reports that the chronometers are wound and compared."

Which of these is also an example of general communication?

a. The Chaplain holds church services at 0930.

b. MIDN Roberts tells a story about his last liberty in Hawaii to his buddy.

---

11 This is an example of interpersonal communication.

"The Executive Officer holds a meeting of department heads to discuss the quarterly training plans."

Which of the following is also an example of interpersonal communication?

a. The division officer reads the plan of the day to his men at quarters.

b. The bos'un sounds reveille at 0600.

c. Both of the above

d. None of the above

12 Which of these statements describes the distinction between general communication and interpersonal communication?

a. General communication, as distinguished from interpersonal communication, maximizes the opportunity for interaction between sender and receiver.

b. Interpersonal communication, as distinguished from other communication, maximizes the opportunity for interaction between sender and receiver.

---

13 Which of the following is/are example(s) of interpersonal communication?

a. The Division Officer asks the leading chief for a recommendation during a routine mast investigation case concerning a man in the division.

b. The Captain of a destroyer speaks to the crew over the 1MC.

c. The Captain calls a meeting of his Executive Officer and the department heads to discuss the morale problem of the ship's crew.

d. A midshipman discusses his academic progress with an instructor.

14 All systems use some of their energy to feed back information making it possible to compare performance with a standard. Feedback, in interpersonal communication, is that process by which the sender of a message receives some information on how the receiver understands the message.

Therefore, the function of feedback is which of the following?

a. To disclose possible error

b. To detect the difference between what a message is intended to convey and what the receiver believes it conveys

c. Both of the above

d. None of the above

Look at the diagram in Figure 1 while you choose answers to the following frames.

---

15 In interpersonal communication, feedback is:

a. A relaying back to the receiver of information which tells him how to interpret the original message

b. A relaying back to the sender of information which tells him how his original message was interpreted

---

16 Feedback signals to the sender how his message has been:

a. Acted upon by the receiver

b. Interpreted by the receiver

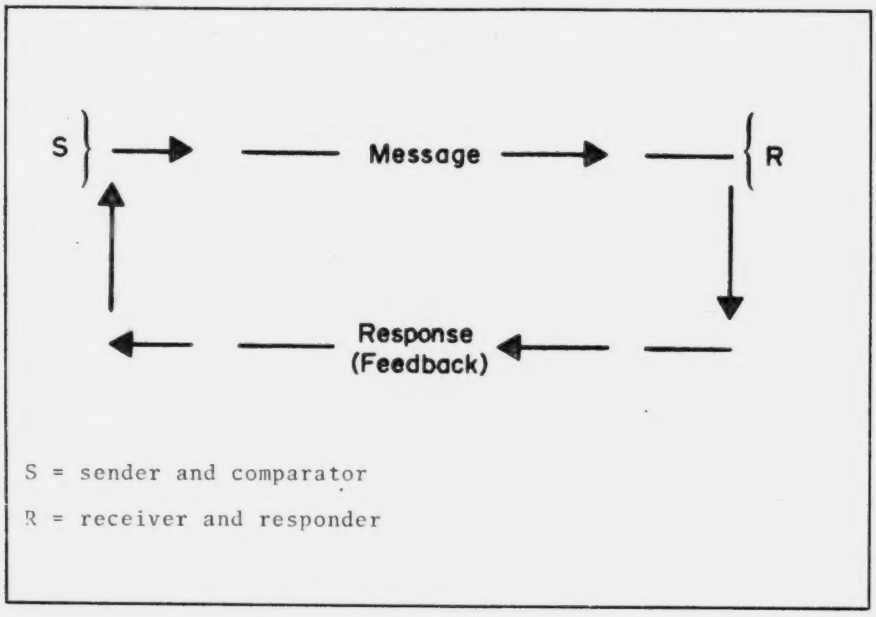

Figure 1

17 During feedback, the receiver of a message relays his response to the message back to the sender. What happens at this point?

a. The sender compares the response with his original message and notes any discrepancies.

b. The receiver compares his response with the original message and notes any discrepancies.

---

18 When is feedback most likely to be present?

a. During general communication

b. During interpersonal communication

19 Choose the correct definition of feedback.

a. The process by which the sender of a message receives some information which helps him to interpret how his original message was acted upon

b. The process by which the sender of a message receives some information on the interpretation of his message by the receiver

c. The effect of the original message on the receiver

---

20 Feedback is present in the following example.

During summer training, MIDN Scott is assigned duties on the signal bridge of a destroyer. Daily drills are held in flag hoist, blinker and semaphore with other ships of the squadron. During one semaphore drill, the ship with which practice sessions are being held sends a message indicating that MIDN Scott is confusing the "B" and "H" positions in semaphore. MIDN Scott is impressed by this observation from a distant ship and he makes a special effort to correct his positioning.

Which of the following identifies the feedback MIDN Scott receives in the situation above?

a. The midshipman corrects his semaphore positioning for the letters "B" and "H."

b. The midshipman's messages are retransmitted with corrections.

c. The other ship practicing signal drills signals back to MIDN Scott that he is confusing the "B" position with the "H" position.

21 In the example in frame 20, the situation is corrected because feedback is allowed. Using the situation in frame 20, decide which of the following statements about feedback is correct.

a. Feedback has the effect of allowing the receiver to modify the original communication.

b. Feedback has no effect on the sender or receiver.

c. Feedback has the effect of allowing the sender to modify his original communication.

---

22 Which of the following statements correctly describes the effect feedback may have upon the behavior of the sender?

a. The sender modifies his communication based on his knowledge that feedback is required.

b. The sender modifies his communication based on his knowledge of the outcome of his original communication.

23 A zero interaction condition is defined as a communication situation where the sender receives no feedback.

Figure 2 lists the effects of three communication conditions and the conclusions which may be derived from these effects. Read everything in Figure 2 which has to do with zero interaction condition. If necessary, refer to this section of Figure 2 while working the following frames.

---

24 In a zero interaction situation, the receiver is not allowed to ask the sender any questions. Since neither the receiver nor the sender gets any feedback, you may infer that in a zero interaction situation:

a. The accuracy of communication is low.

b. The listener's confidence in the accuracy of his work is high.

Communication Condition	Effects
Zero Interaction	1) Accuracy of communication is low. 2) Listener's confidence in the accuracy of his work is low. 3) Sender's confidence in the accuracy of sending is low. 4) Listener tends to become frustrated. 5) Relatively less time is required to complete the communication.
Visible Audience Interaction	1) Accuracy of communication is improved over zero feedback condition. 2) Listener's confidence in accuracy of his work is improved. 3) Sender's confidence is improved. 4) Amount of time to complete the communication may increase by about 10 per cent.
Free Feedback Interaction	1) Accuracy of communication is high. 2) Listener's confidence in accuracy of his work is high. 3) Sender's confidence in accuracy of sending is high. 4) Amount of time to complete the communication may be as much as triple that needed under zero feedback condition. 5) Frustration is minimal.

Possible Conclusions to be Derived from Effects

In direct proportion to the amount of feedback allowed:

1. Accuracy of communication improves.
2. Sender's and listener's confidence in the accuracy of communication improves.
3. Frustration due to inability to get clarification diminishes.
4. The time needed to complete a communication increases.

Figure 2*

*Derived from Harold J. Leavitt and Ronald A. H. Mueller, "Some Effects of Feedback on Communication" Human Relations, 1951, 4, 401-410.

25 The sender and receiver in a communication situation are not confident of the accuracy of their communication.

Which describes their probable situation?

a. They are working under conditions that allow maximum feedback.

b. They are working under zero interaction conditions.

---

26 Select the correct definition of the zero interaction condition.

a. A communication situation where the sender receives no feedback

b. A communication situation where the sender receives no verbal feedback

c. A communication situation where the receiver receives no feedback

---

27 Match.

a. Feedback	1) A midshipman receives a letter from his girl friend.
b. General communication	2) A midshipman 4/c memorizes the man overboard routine at the request of a midshipman 1/c.
	3) A CPO tells his Division Officer that in order to carry out an order he must have more seizing stuff than is on board ship.

28 Which of the following is an example of the zero interaction condition?

a. A division officer discusses a portion of the Annex to the Operation Order with his men at quarters.

b The Executive Officer reads a new ship's instruction to the crew over the 1MC.

c. A division officer conducts an informal inspection of the electronic repair shop spaces.

---

29 An instructor explains a difficult concept of atomic energy to his class. His discussion is long and takes the entire class time. Consequently, he does not allow the class to interrupt him and ask questions about confusing points.

What probably will be the effect of this situation on the members of the class?

a. They will master the concept because the instructor took enough time to explain it.

b. They will be frustrated because they could not ask the instructor to clarify difficult points.

30 MIDN 3/c Rogers and MIDN 4/c Pruitt practice flashing light communications. During practice, MIDN 4/c Pruitt, the receiver, frequently interrupts communication to make sure he has understood the message correctly.

If MIDN 3/c Rogers does not allow any feedback from MIDN 4/c Pruitt, which will be true of the time required to complete communication?

a. It will remain the same.

b. It will decrease.

---

31 Select the paragraph that best describes the possible conclusions to be derived from the effects of the zero interaction condition.

a. Zero feedback condition requires the least amount of time to communicate, but the accuracy may be low. The situation is frustrating for both sender and receiver, because neither is allowed to ask for clarification. The accuracy of communication tends to improve with repeated trials.

b. Zero feedback condition requires little time to communicate, and the accuracy of communication reaches a high level. However, the situation is highly frustrating to both receiver and sender as both have doubts regarding the accuracy of the communication and the accuracy of the work.

32 The Company Officer of the 6th Company must suddenly take an emergency leave. He had just been requested by the Battalion Officer to prepare an extensive report. Although the Midshipman Company Commander, MIDN Johnson, has just taken over the company one week ago, the Company Officer hands him some hurriedly written longhand notes and directions for preparing the report, and requests that the report be ready for his signature by the time he returns from emergency leave.

Which paragraph describes the probable effects of this situation?

a. Although frustrated by the Company Officer's hurried notes, MIDN Johnson is confident that he can prepare the report to the Company Officer's satisfaction. The Company Officer is sure that MIDN Johnson will be able to follow his instructions.

b. MIDN Johnson is not certain that the report he prepares will be accurate. He is frustrated by the Company Officer's hurried notes and directions. The Company Officer is not confident that MIDN Johnson will be able to prepare the report without error.

---

33 A visible audience condition is a communication situation in which the listener and sender can see each other but the sender receives no verbal feedback.

In a visible audience condition, which is true?

a. No oral or written feedback by the listener is allowed.

b. No visible feedback is allowed.

Refer to Figure 2. Read the effects of visible audience interaction. If necessary, refer to this section of Figure 2 while choosing right answers in the following frames.

---

34 In a zero interaction situation the sender is not able to see the receiver. In a visible audience situation the sender can:

a. See and hear the receiver

b. See the receiver

---

35 Under visible audience condition the sender may receive some feedback from his listener in the form of facial expressions.

What occurs as a result of this feedback?

a. Since the receiver cannot speak to the sender, the accuracy of communication is no higher than under zero interaction condition.

b. Sender and receiver are more confident in their work, and the accuracy of communication improves over the zero interaction condition.

---

36 Since, under visible audience conditions, the sender of the communication is able to respond to feedback which is in the form of facial expressions, one might assume that the time required to complete the communication:

a. Decreases by about 10 per cent over the zero interaction condition

b. Triples over the zero interaction condition

c. Increases by about 10 per cent over the zero interaction condition

37 Which of the following is an example of the visible audience interaction condition?

a. The Captain conducts his personnel inspection of the R Division on a cruiser. He smiles as he notices the men's sharp appearance. He congratulates the Division Officer. The Division Officer looks pleased.

b. A MIDN 2/c conducts preliminary rifle range instruction for his company plebes. He uses extensive training and chart aids and mockups and encourages his plebes to ask questions during the demonstration.

---

38 Which paragraph describes the possible conclusions which may be derived from the effects of all three communication conditions; the visible audience interaction, zero interaction and free feedback?

a. Sender and receiver adapt to subtle vocal and facial cues, thus improving the accuracy of communication.

b. The sender adapts to subtle vocal cues, thus improving the accuracy of communication.

c. When sender and receiver can see each other, accuracy of communication is somewhat higher than in the zero interaction condition.

39 During a meeting of ship's officers in the wardroom of an aircraft carrier, the new Captain is presenting his thoughts on how a ship should be run. It is his first opportunity to address the officers as a group, and they listen closely to him.

Which of the following paragraphs describes the effect of this situation on sender and receivers?

a. The Captain and officers will realize that this communication would have been more effective if announced over the 1MC.

b. Because he can see the officers' reactions to what he says, the Captain will be reasonably sure that they understand how he will run the ship. The officers will be fairly confident that they understand the captain's communication, because they could attend to his facial and vocal cues.

c. The officers will listen only to vocal cues and ignore the Captain's nonverbal behavior.

---

40 A free feedback interaction condition is defined as a communication situation where the sender receives maximum feedback.

This means that in a free feedback condition:

a. The receiver is allowed to ask questions, interrupt, and make comments.

b. The sender can modify his message on the basis of continuous feedback from his listener.

c. Both of the above

d. None of the above

41 Which of the following is an example of free feedback interaction?

a. The Senior Watch Officer calls a general meeting of all watchstanders. He explains the policy and then posts the watch bill.

b. The Senior Watch Officer calls a general meeting of all watchstanders. He presents a tentative watch bill and lets each individual make comments before finalizing the bill.

Refer to Figure 2. Read the effects of the free feedback interaction condition. Refer to this section of Figure 2, if necessary, while selecting answers in the following frames.

---

42 From your knowledge of the zero interaction and visible audience interaction conditions, you may reasonably expect that under free feedback condition:

a. Accuracy of communication and the confidence of the sender and receiver will improve.

b. Accuracy of communication will be high, and the time required to complete communication will decrease.

43 Read the following examples.

1) The Captain announces over the 1MC to the wardroom that when the ship is in port the wardroom will host the Mayor and officials of the city for dinner. Dinner dress uniform is mandatory. The announcement takes two minutes to complete.

2) The ship's officers are gathered in the wardroom with the Captain. He tells them that when the ship is in port the wardroom will host the Mayor and officials of the city for dinner. Dinner dress uniform is mandatory. Many of the officers ask for clarification. Some wish to know whether white gloves are necessary and whether ribbons and/or medals are required. Others do not have their dinner dress uniforms with them. The total time required to complete the communication is about six minutes.

Which of the following statements is correct?

a. In a free feedback condition the amount of time required for communication may be as much as triple that needed under zero interaction condition.

b. Under free feedback conditions the time required for communication increases by about 10 per cent over the zero interaction condition.

---

44 Select the definition of the free feedback interaction condition.

a. A communication situation where the sender receives no feedback

b. A communication situation where the sender receives maximum feedback

45 When sender and receiver can interact freely, frustration is minimized.

In which of these situations will frustration be minimal?

a. To dramatize a real life situation, 1-LT Howe, a recent Medal of Honor winner, was asked to make a tape describing the action in which he, as an artillery forward observer with a company of the 2nd Bn, 7th Marines, took command of the company when all the other officers had been killed, rallied the company, and prevented the enemy from overunning the battalion position. The tape was then played for the 2-LTs in training at the Basic School during their leadership course. Without being given the chance to ask questions, the 2-LTs were asked to write a report explaining what they would have done under similar circumstances.

b. The Captain shows the new JOOW how to obtain a maneuvering board solution as to the proper course and speed for his ship to intercept a tanker. He is interrupted several times when the JOOW asks a question.

---

46 Which statement describes the possible conclusions which may be derived from the effects of the free feedback interaction condition?

a. Both sender and receiver appear to be more confident that they have sent and received accurately.

b. Although the accuracy of communication is relatively high, free feedback interaction is time-consuming.

c. Free feedback interaction is not frustrating.

d. All of the above

47 Which of the following is most characteristic of a free interaction condition?

a. ENS Costales holds a meeting with his petty officers on board a destroyer. He is anxious to plan the in-port work schedule with key enlisted personnel. During the meeting, the petty officers ask many questions and make comments. Both ENS Costales and his petty officers feel that the work period will progress smoothly, since the petty officers participated actively in the decision-making process. The work is accomplished with no problems.

b. Before going on leave, LT Tucker prepares a schedule of work he would like finished before he gets back. He has taken great pains to write a detailed outline of the things to be done. However, his men are unable to complete the work because the chief designated by LT Tucker as being in charge during his absence does not understand the last section of the schedule.

---

48 Match each of the following communication situations with its appropriate interaction.

a. A communication situation where the sender receives no feedback	1) Zero interaction
b. A communication situation where the sender receives no verbal feedback	2) Visible audience interaction
c. A communication situation where the sender receives maximum feedback	3) Free feedback interaction

131

49 When zero interaction conditions are followed by free feedback interaction conditions, the sender may encounter hostility from the receiver. If the receiver is hostile, it is probably due to:

a. The frustration he experienced in the previous zero interaction situation

b. His lack of patience and self-discipline

---

50 Hostility disappears as the free feedback conditions continue.

Which of the following is another way of stating this?

a. Frustration is repressed in free feedback conditions.

b. The receiver becomes too embarrassed to express his frustration.

c. Frustration is overcome when the listener is able to express it.

---

51 When zero interaction conditions are followed by free feedback conditions, the sender:

a. Is able to overcome frustration because he is able to give expression to it

b. Initially encounters hostility because the receiver experienced frustration in the zero interaction situation, but this hostility disappears as free feedback conditions continue

c. Encounters hostility that will not diminish

52 In which of these situations will the sender (the newly appointed division officer) encounter hostility?

a. The senior division officer in the Weapons Department, LTJG Troy, is a strict disciplinarian. He is very conscious of his powers as senior man in the division, and he functions unilaterally, often with no prior delegation of authority. The morale in the division is very low. Recognizing the seriousness of this situation, the Commanding Officer directs that LTJG Troy be reassigned. He is replaced by a new division officer, LTJG Elder, who is sincerely interested in his men's welfare. When he arrives, LTJG Elder makes a point of discussing with his men any grievances they may have.

b. LTJG Armand is the senior division officer in the Navigation Department. He has always been willing to listen to his men's questions, problems, and so on. Mr. Armand has been assigned to another ship, and he is replaced by LTJG Stenson, who is hard-nosed. LTJG Stenson does not want to hear about any seaman's problems. As a result, the men are less confident about their work, and because they can get no clarification, they feel frustrated.

53 An aircraft carrier returns to an overseas base after completing extensive operations at sea. Each department has high-priority maintenance work to complete during the brief in-port period to make the ship ready for sea. The Supply Officer requests a large working party to assist in bringing stores aboard. By means of a memo, the Executive Officer orders each department head to assign a quota of men to assist the Supply Officer. The department heads are hostile to this action on the part of the Executive Officer. Each department head has what he considers justifiable reasons for not furnishing the personnel. The Executive Officer decides to call a meeting of the department heads to resolve this situation.

Which of the following describes the effects of this situation on the Executive Officer and the department heads?

a. Because of the frustration they experienced before the meeting, the department heads harbor a great deal of hostility towards the Executive Officer. They insist that they are in fact more in need of personnel than the Supply Officer. The matter is finally resolved by the Executive Officer's taking a hard line.

b. Because of the frustration they experienced before the meeting, the department heads initially voice their hostility. However, during a free discussion of the problem, the department heads are able to give expression to their frustration. They become cooperative, and the matter is resolved to everyone's satisfaction.

54 Match.

a. Interpersonal communication	1) Maximizes the opportunity for interaction between sender and receiver
b. General communication	2) The process by which the sender of a message receives some information on the effect of the message on the receiver
c. Feedback	3) A process whereby information is sent to one or more persons to achieve a common understanding about some situation, object or event

---

55 Match.

a. Free feedback interaction	1) The Division Officer reads the plan of the day to his men at quarters.
b. Zero interaction	2) The Captain explains over the 1MC why the ship had to leave home port so suddenly.
c. Visible audience interaction	3) A midshipman goes to the library and collects source material in order to complete an assignment.
	4) An ensign holds a meeting with his petty officers to discuss and plan the in-port work schedule.

56 Feedback may have positive or negative effects on the sender and receiver of a communication. If feedback motivates a person to act in a positive way, this feedback is said to have positive motivational effects. Look at the following example:

Just prior to inspection of sea bags, SN Sussman says, "Lieutenant, this time my gear is in good shape." However, actual inspection reveals a number of discrepancies, and the lieutenant tells the seaman that he is to be restricted to the ship until his clothing and equipment are in order. The next day the lieutenant reinspects and finds that Sussman has not complied with his orders.

The lieutenant's remarks (feedback) have had which effect?

a. Positive motivational effects on the seaman

b. Negative motivational effects on the seaman

---

57 In any interaction, the sender and receiver roles are constantly being switched, so that actually feedback is being given to both sender and receiver. However, for the sake of clarity, our examples here use the terms "sender" and "receiver" to indicate the original sender and receiver.

Since the roles of sender and receiver are constantly interchanged, it would seem that the motivational effects of feedback operate on:

a. The sender only

b. The receiver only

c. Both sender and receiver

58 Motivational effects of feedback may operate:

a. Positively

b. Negatively

c. Both of the above

d. None of the above

---

59 Feedback is said to have positive motivational effects if:

a. The feedback is positive.

b. It motivates a person to act in a positive way.

---

60 ENS Park instructs his men in the completion of a complicated administrative form. The men have confused looks on their faces as they receive the instructions. Instead of trying to find out the reason for the men's confusion, ENS Park decides to avoid any further oral communication. Feedback (the confused look on the men's faces) has had which of the following?

a. Negative motivational effects on ENS Park

b. Positive motivational effects on ENS Park

c. Positive motivational effects on the seamen

61 ENS Malford conducts a class in semaphore. He feels the best way to achieve the results he wants from this group of seamen is to demand perfection. Each time a seaman signals a message, the ensign tells him what a poor job he did and how stupid he must be not to have learned anything yet. Half the class put in for a transfer to another division.

Feedback in this situation has which effect?

a. Positive motivational effects

b. Negative motivational effects

---

62 Feedback may have an effect on the motivation of:

a. The sender, in a positive way

b. The receiver, in a positive way

c. The sender and receiver, in a negative way

d. All of the above

---

63 Another form of feedback which requires careful consideration and interpretation is the resultant behavior of the receiver. Naturally, when the receiver is definitely psychotic, we would expect deviant behavior as a form of feedback indicating that he wants no part of our communication and cannot or will not conform. However, deviant behavior on receipt of communications does not necessarily indicate a neurotic or psychotic reaction.

Deviant behavior to a communication is more often a form of feedback indicating:

a. The message is unclear.

b. The proposed action is somehow inadequate.

c. Motivation is weak or nonexistent.

d. Physical and/or psychological capabilities are weak or nonexistent.

e. All of the above

The following sequence of frames will deal with the relationship between leadership and communication.

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64 In a communication situation the sender knows the content of the message that must be communicated. The receiver cannot know this information until it is communicated. Therefore:

a. Because the sender knows the information to be communicated to the receiver, he will be held responsible if the receiver fails to receive or understand this information.

b. The receiver is responsible for ensuring that all of the message to be communicated has been received, and that no doubt exists about its meaning.

65 MIDN 3/c Sumner is on watch during summer training in the engineroom of an LPD. He notices that a bearing is overheating, and the Engineering Officer of the Watch and senior MIDN 1/c on duty in the engineroom are not aware of the problem.

In this situation, who has information that must be communicated?

a. The Engineering Officer of the Watch and the MIDN 1/c

b. MIDN 3/c Sumner

---

66 The person with the information to be communicated and who initiates the communication, is the one responsible for the success of the communication.

CAPT Overton's ship puts into an overseas port. Because the crew has been operating at sea for several months, it is important that the men receive liberty. The southwest sector of the city is noted for its high incidence of violent crimes. The Captain tells each division officer to make it clear to their men that no man is to enter the southwest sector of the city while on liberty.

Who has the responsibility for seeing that the information is communicated successfully?

a. CAPT Overton

b. The division officers

67 In an communication, the receiver also has responsibilities. The receiver should listen, question, interrupt, in order to accurately interpret the communication he is receiving.

This means that the receiver:

a. Must provide feedback to let the sender know how accurate his communication is

b. Will also be responsible for communication failure if he does not let the sender know that his communication is unclear

c. Both of the above

d. None of the above

---

68 Both the sender and the receiver have responsibilities to fulfill in a communication situation. However, in military communication situations, the leader is the one held responsible for mission accomplishment. He should be aware of his men's abilities and weaknesses as they relate to mission accomplishment. In addition, the leader very often has the information to be communicated to the men and therefore initiates the communication.

In other words:

a. Because a leader is responsible for accomplishing his missions, his men should always tell him whether or not they are able to carry out their orders.

b. Because a leader is responsible for accomplishing his mission, he will be held responsible if the men fail to receive or understand the information he is communicating.

69 Refer to the example in frame 66. When SN Wright is picked up in the southwest sector of the city, he tells the Shore Patrol that it was not made clear to him which part of the city was the southwest sector. Since the Division Officer initiated the communication, who is apparently responsible for this communication failure?

a. SN Wright

b. The Division Officer

---

70 In a military communication situation a leader is held responsible for communication failure between himself and his men.

MIDN Sumner notices that a bearing is overheating (refer to frame 65). The problem is due to his own negligence, and he is afraid to report the situation to the Engineering Officer of the Watch and the MIDN 1/c on duty. Because the problem is not caught in time, a vital pump must be secured for repair, and the LPD must steam at reduced speed for 24 hours.

In this situation, which individual has information that must be communicated?

a. The Engineering Officer of the Watch

b. MIDN Sumner

71 On board a destroyer, CDR Mitchell, the Captain, requests that a proposed revision of the ship's bill for general quarters for antisubmarine warfare be prepared for his review. He asks LT Abrams, the Executive Officer, to have this ready within two days.

In this situation, which individual has information that must be communicated?

a. The Captain

b. The Executive Officer

---

72 LT Abrams tells the Weapons Officer that the Captain wants the revision. The Weapons Officer relays the request to his ASW Officer, ENS Miller. The ASW Officer brings the matter to the attention of the CIC Officer, LTJG Salomi. However, the CIC Officer feels that he should take orders from the Operations Officer. When LT Abrams checks with the Weapons Officer, he is informed that the revision will be ready on time. However, the revision is not prepared, and the Captain orders the Executive Officer to investigate.

Who is responsible for the communication failure?

a. The Executive Officer. The Captain made him responsible for the preparation of the revision. Therefore, it was his responsibility to coordinate the Weapons and Operations Departments.

b. The ASW Officer. He should have followed up and checked on LTJG Salomi to be sure that the revisions were being made in the CIC. As a passer of the word it was his responsibility to insure that everyone complied.

c. The Weapons Officer. It was his responsibility to check with LTJG Salomi to insure that the word was passed correctly. In addition, he gave the Executive Officer a false report.

73 Leadership is exercised through communication. Therefore, when communication fails in a military situation, the leader is responsible for that failure.

Which statement is correct?

a. A leader is responsible for a failure in communication only when he himself is the one with the information to be communicated.

b. A leader is held responsible for any communication failure between himself and his subordinates.

---

74 A leader is more effective if he maximizes the opportunity for interaction between himself and his subordinates.

This means that leadership is exercised more effectively through which of these?

a. General communication

b. Interpersonal communication

---

75 To accomplish his mission effectively, a leader must have the confidence of his men. We know that under free feedback conditions confidence in the accuracy of communication is:

a. Maximal

b. Minimal

76 Interpersonal communication, which maximizes the opportunity for feedback, increases confidence in the accuracy of communication. Since accurate communication is essential to mission accomplishment, confidence in the accuracy of communication:

a. Is likely to have an effect on the subordinate's confidence in his leader

b. Is not likely to have any effect on the confidence of the subordinate in his leader

---

77 To accomplish his missions effectively, a leader must have the confidence of his men. Confidence built up in nonstress situations is likely to carry over into stress situations.

The men's confidence in their leader will probably be built up if the leader encourages which of the following?

a. General communication situations

b. Zero interaction situations

c. Interpersonal communication situations

---

78 If a leader maximizes the opportunity for interaction between himself and his men, which is the more probable result?

a. His men will trust him in nonstress situations, but not in stress situations.

b. His men will build up a confidence in him that will carry over into stress situations.

79 A leader cannot lead effectively if communications are not effective. Therefore, a leader should:

a. Not be concerned about communications effectiveness so long as the leader is the originator of the communications

b. Take whatever measures are necessary to improve the effectiveness of his communications skill

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80 It is the leader's responsibility to improve the effectiveness of his communications skill.

If his communication is effective, which result may be anticipated?

a. The mission for which he is responsible is more likely to be accomplished effectively.

b. His men will feel less and less requirement to change their specific goals or participate in any interpersonal communication.

---

81 Which paragraph <u>best</u> describes why a leader should improve his communications skill?

a. If a leader's communication is efficient, he will not have to shift the responsibility for communication failure downward to his men.

b. It is a leader's responsibility to accomplish his missions. If his communication is effective interpersonal communication, his men will develop confidence in him as a leader. Thus his missions are more likely to be accomplished effectively.

c. It is a leader's responsibility to constantly increase the amount of his communication. In this way he can build confidence in himself as a leader in nonstress situations and this will carry over into stress situations.

82 A key to effective leadership is the accuracy with which the leader can interpret feedback from his men. The leader must find out if his message has been properly understood by his subordinates. Only then can he modify future communication on the basis of feedback.

Which of the following is an example of this key to effective leadership?

a. ENS Moorly is teaching a gunnery class. Several of the newly recruited men in the class are from the Philippines and their knowledge of English is poor. ENS Moorly often has to expand on certain points which are not set out in sufficient detail in the student manual. He notices that SN Perez, who sits in the front row and who is fairly typical of the Filipinos, always nods his head in approval when he understands these points. If he doesn't, he shuts his manual with a little bang and pushes it forward. When this happens, ENS Moorly always goes back over the point more carefully, checking frequently that the vocabulary he uses is being understood.

b. During the summer, MIDN 2/c Smeds is assigned to conduct basic infantry drill for the incoming plebe class. He begins his first class with the basic facing movements, "LEFT FACE," "RIGHT FACE," "ABOUT FACE." When the command "ABOUT FACE" is given, numerous plebes fail to execute the maneuver properly. MIDN Smeds stops the drill, reassembles the class in formation and proceeds to the next phase of the instruction, rationalizing to himself that the plebes did well in the "RIGHT FACE" and "LEFT FACE" and that they probably understood the principle of "ABOUT FACE" and would do better next time.

83 A leader can modify and improve his communication when he is able to:

a. Find out if his message has been properly understood by his subordinates

b. Accurately interpret feedback from his subordinates

c. Both of the above

d. None of the above

---

84 Why is it necessary that a leader be able to interpret his men's feedback accurately?

a. Because he may modify and improve his future communication based upon this feedback

b. Because it is an important way of ensuring that his message has been properly understood

c. Both of the above

d. None of the above

85 In these days of global involvement and associations within a variety of foreign cultures, the leader must be aware of certain factors which may prevent effective communication. For example, when speaking to any person, an Arabian national will stare very intently, and at close range, into the eyes of his listener. Most Americans will experience discomfort with this facet of the Arabian culture and way of life, and might easily fail to establish and maintain effective communications.

The failure to communicate in such a situation would be a result of:

a. Language differences
b. Cultural differences
c. Both of the above
d. None of the above

---

86 Care must be taken to consider what is normal to the person(s) to whom we direct communications and the manner in which we communicate. Though an Arab finds it quite proper to carry on a conversation with a person on the far side of a room, while disregarding any other persons in the middle distance, other nationalities consider it impolite and improper.

Which of the following may result when cultural differences are not carefully considered during communications?

a. Effective communications may cease
b. Barriers to understanding may arise
c. Both of the above
d. None of the above

87 Propaganda is a very important facet of communications widely used with varying degrees of effectiveness.

When attempting to propagandize a specific group, which of the following must be considered and overcome during preparation of effective communications to that group?

a. Cultural differences

b. Perceptual barriers to understanding

c. Both of the above

d. None of the above

---

88 By the same token, a thorough understanding of the cultural and perceptual differences between groups makes it relatively easy to counter communications designed to influence our own group.

Understanding cultural differences is the key to forestalling effective use, on our own group, of that unique form of advertising known as:

a. Press releases

b. Propaganda

c. Commercials

89 Which paragraph describes the relationship between leadership and communication?

a. Leadership is exercised through communication. In a communication situation both sender and receiver have responsibilities to fulfill. This is true in military communication situations also. Therefore, it is the leader's responsibility to decide under what circumstances he should shift the responsibility for communication failure downward to his men.

b. Leadership is exercised through communication. In a communication situation, both sender and receiver have responsibilities to fulfill. However, in military communication situations the leader will always be held responsible for any communication failure, because he is responsible for mission accomplishment. Therefore, it is also the leader's responsibility to improve the effectiveness of his communications skill.

SUMMARY: You have learned the importance of interpersonal communication in achieving effective overall communication. You have learned the effects of zero interaction, visible audience interaction, and free feedback interaction conditions. These concepts will help you to analyze and improve the effectiveness of your own communications skill.

This is the end of Part Four, Segment I.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FOUR

ACHIEVING EFFECTIVE COMMUNICATION

Segment I

Importance of Interpersonal Communication

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

IMPORTANCE OF INTERPERSONAL COMMUNICATION

PROGRESS CHECK

Question 1.

Which of the following is an example of interpersonal communication?

a. The ship's yeoman types a memo and delivers it to the Training Officer.

b. The Training Officer posts a list of the third class petty officers who passed the recent test for promotion to second class.

c. The Officer of the Deck reads the Captain's night order book before assuming the watch.

d. The Executive Officer holds a meeting of department heads to discuss the quarterly training plan.

Question 2.

Select from the following the definition of general communication.

a. A process which enables one to achieve effective communication with one's subordinates.

b. A process which enables one to establish a foundation fundamental to leadership because it produces effective communication.

c. A process whereby information is sent to one or more persons in order to achieve a common understanding about some situation, object or event.

d. None of the above

Question 3.

Select from the following the correct definition of feedback.

a. Feedback separates interpersonal communications from general communications.

b. Feedback allows the sender to modify a communication.

c. Feedback, in interpersonal communication, helps make better decisions.

d. Feedback, in interpersonal communications, is that process by which a sender of a message receives some information of the effect of his message on the receiver.

Question 4.

Select from the following the correct definition of a zero interaction situation.

a. A communication situation where the sender receives no feedback

b. A communication situation where the accuracy of communication is low

c. A communication situation where the sender's confidence is low

d. A communication situation where less time is required to prepare and send a message

Question 5.

Select from the following, the paragraph which best describes the possible conclusion derived from observation of effects of zero interaction conditions.

a. A sender is separated from the receiver while describing a situation to him. No interchange of communications is allowed.

b. Accuracy of communication is impaired because there is opportunity for feedback which is important in developing good communications.

c. Accuracy of communication is low and both the sender's and receiver's confidence in the accuracy of his work is low. Although the receiver tends to become frustrated, relatively less time is required to complete the communication.

d. None of the above

Question 6.

ENS Nozzle has the duty in port on board a destroyer and conducts instruction for the fire and rescue party. He uses the time allocated to explain the use of the handybilly, oxygen breathing apparatus, fire extinguishers and all other equipment which will be used by the fire and rescue party. He allows no time for demonstrations or questions from the members of the party, which includes men who are attending their first instruction period.

Which of the following best describes this situation?

a. ENS Nozzle knows his business, however, some members in the party lack confidence that they can do their assigned tasks.

b. ENS Nozzle knows he gave a concise explanation of the use of equipment and knows the fire and rescue party can meet any emergency.

c. ENS Nozzle and his men are not confident that all members of the fire and rescue party will perform their assigned tasks because neither questions nor demonstrations on the use of equipment were permitted.

d. None of the above

Question 7.

Which of the following describes the most probable outcome of a free feedback interaction condition?

a. Before leaving his ship for two days Captain Porter leaves written instructions for the ship's office yeoman to prepare an extensive report. Captain Porter wants the report typed while he is gone so that he can sign it upon his return to the ship. The report is prepared incorrectly, because the yeoman did not fully understand the Captain's written instructions.

b. The Captain conducts his personnel inspection of the R Division on a cruiser. He smiles and congratulates the Division Officer when he notices the men's sharp appearance. Consequently the seamen are fairly confident that they have pleased the Captain.

c. The instructor of the class for disbursing clerks has to monitor a test in the next classroom. He directs his class to make the last three sets of page changes in their manuals. The instructions are on the first page in the manual. After the class finishes making the changes, they may leave. Only a third of the class members makes the page changes.

d. None of the above

Question 8.

What would you probably conclude from observing the effects of a free feedback interaction condition?

a. Because the listener is allowed to ask questions, interrupt and make comments, etc., free interaction assists communications proportionate to the amount of feedback allowed.

b. The accuracy of communication improves and the sender's and listener's confidence in the accuracy of communication improves in direct proportion to the amount of feedback allowed.

c. Frustration, due to inability to get clarification, increases and the time needed to complete a communication increases in direct proportion to the amount of feedback allowed.

d. Both a and b above

Question 9.

Select from the following the principles derived from observation of the effects of zero interaction followed by free interaction.

a. When the sender faces a listener who has been exposed to a zero feedback situation, he encounters verbal hostility and abuse.

b. When a zero interaction condition is followed by free feedback interaction, the sender encounters verbal hostility which will not decrease.

c. Verbal hostility increases as the free feedback conditions continue because frustration is overcome when the listener is able to express it.

d. Both a and c above

Question 10.

Which of the following describe(s) a relationship between leadership and communication.

a. A leader is responsible for the effectiveness of downward communication and cannot shift responsibility to a subordinate for downward communication failure.

b. A leader is responsible for improving the effectiveness and amount of his communication skill.

c. A leader is responsible for building credibility in nonstress situations in order that credibility carries over into stress situations.

d. All of the above

Four/I/RPF INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Four SEGMENT I

REMEDIATION TEXT Linear Text (HLT) - VOL IV-A

ITEM	ANSWER	REMEDIATION REFERENCE
1	d	Pages 3-6
2	c	Pages 2-6
3	d	Pages 7-10
4	a	Pages 11-14
5	c	Pages 14-16
6	c	Pages 16-19
7	d	Pages 19-27
8	d	Pages 21-31
9	a	Pages 20-27
10	d	Pages 31-43
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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FOUR

ACHIEVING EFFECTIVE COMMUNICATION

Segment II

Types of Communication

Linear Text

(HLT)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"Veracity does not consist in saying, but in the intention of communicating truth."

Coleridge

Having established the importance of interpersonal communication in Segment I, it becomes appropriate to discuss the various types of communication, the primary theme of Segment II. Throughout this course, it will become apparent that regardless of the leadership activity being studied, knowledge of the types of communication can be an asset to an officer as both a leader and a follower.

Segment II is a linear text and it goes into depth about communications media, oral and verbal communications, how to evaluate the communications needs of given situations, the relative advantages of different types of communication.

A leader must be sensitive to, and correctly interpret communications from his subordinates that may take the form of resistance to authority, anti-social behavior or general "body language." The subtlety of possible means of communication musn't be overlooked. When a subordinate is trying to tell the leader something, the leader must listen.

TYPES OF COMMUNICATION

OVERVIEW: It is important that a leader select the type of communication that will transmit the message with the greatest degree of success. In this segment you will learn the advantages and disadvantages of oral and written communication, and you will learn to recognize examples of these advantages and disadvantages in typical Navy situations. You will also learn to analyze the communication needs in several typical situations in order to select the type of communication best suited to each need.

1 Webster defines verbal as "of or pertaining to words." Verbal communication, then, is communication through words.

Which of the following are examples of verbal communication?

a. Spoken instruction

b. Hand gesture

c. Written order

d. Facial expression

---

2 An example of verbal communication is the:

a. Plan of the day

b. "Thumbs-up" signal from a fighter pilot to the Catapult Officer immediately prior to launch from the CVA

c. Announcement over the ship's PA system for the departments to set the special sea and anchor details for getting under way

---

3 Some verbal communication is oral. Webster defines oral as "uttered by the mouth or in words," i.e., "spoken."

Which of the following would be "uttered by the mouth or in words," i.e., "spoken"?

a. The command "Commence firing" from the Weapons Officer to the director officers

b. The firing plan issued by the Weapons Officer prior to actual firing

4 What is included in verbal types of communication?

a. Oral communication

b. Written communication

c. Signal communication

---

5 Select the definition of oral communication.

a. "Of or pertaining to words"

b. "Uttered by the mouth or in words," i.e., "spoken"

---

6 Oral communication offers the advantage of allowing immediate feedback.

In which of the following situations is immediate feedback possible?

a. The OOD orders "Right standard rudder" to the helmsman.

b. Written instructions for the helmsman are posted in the vicinity of his station.

7 Oral communication also offers the advantage of allowing immediate explanation and clarification of the communication.

Which of the following examples illustrates this advantage?

a. In response to "Steer nothing to the right of 090°!" from the OOD, the helmsman replies, "Steer nothing to the right of 090°, Sir!" The OOD adds "This is a very narrow channel to starboard."

b. The Chief Engineer leaves the Engineering Watch Officer the following instructions: "No. 2 boiler will not be used except in emergencies, and then, only with the permission of the Chief Engineer."

---

8 Match the portion of the communication between the OOD and the helmsman with the advantage of oral communication which it illustrates.

a. From the OOD to the helmsman, "Steer nothing to the right of 090°!"	1) Immediate feedback
b. From the helmsman to the OOD, "Steer nothing to the right of 090°, Sir!"	2) Immediate explanation and clarification
c. From the OOD to the helmsman, "This is a very narrow channel to starboard."	3) An order

9 Following a change of command aboard the USS Los Angeles (CA135), the new Captain is addressing the officers for the first time. The Captain and the officers are getting to know each other. The Captain states that as a matter of policy each officer will personally visit his assigned spaces each day in an effort to give more attention to the overall appearance of the ship. During the subsequent question period, one of the junior officers asks the Captain for recommendations for accomplishing the daily inspections, considering the shortage of officers, watch-standing responsibilities, administrative duties, collateral commitments, and the already burdensome problems of a division officer. The Captain tactfully accepts the question and senses that the junior officer is questioning whether the daily inspections are necessary. He explains that his real purpose for daily inspections of all spaces is to get more cooperative effort from senior enlisted personnel. He points out that in his previous experience aboard ship the division officers have been extremely busy while the CPOs are often relaxing in their quarters, a situation that could be remedied by assigning the daily inspection duties to the CPOs.

Match the appropriate portion of the exchange between the Captain and the junior officer with an advantage of oral communication in this situation.

a. Immediate feedback	1) The Captain's request for daily inspections
b. Immediate explanation and clarification	2) The junior officer's request for recommendations for accomplishing daily inspections
	3) The Captain's reply

10 Which situation illustrates the advantage of immediate feedback made possible by oral communication?

a. 1-LT Hilgartner has gathered his squad leaders prior to an attack through a built-up area in Vietnam. He goes through the Marine five-paragraph order to insure that he has covered all the important factors necessary to accomplish the mission. However, the 2nd Squad Leader is not sure of his assigned boundaries and requests clarification from LT Hilgartner.

b. 1-LT Harper's rifle platoon is actively engaging the enemy during an attack through a built-up area. The squad leaders are unable to disengage to meet with the lieutenant for a briefing. So as not to lose momentum, LT Harper decides to send a written field message by messenger runner to each squad leader outlining new tactical boundaries. The 2nd Squad Leader doesn't understand the limiting points assigned to his squad, so he sends the messenger back to LT Harper for clarification.

11 Refer again to example "b" in frame 10. By the time the messenger gets back to the 2nd Squad Leader with the needed clarification, the 2nd Squad has already reached its initial objective so that questions now arise regarding the next assigned route of attack.

This situation is an illustration of what may happen when:

a. There is no immediate explanation and clarification because oral communication is not possible.

b. The receiver responds in writing to an oral message.

c. Both of the above

d. None of the above

---

12 An international crisis has developed suddenly over an incident such as the reconnaissance plane shot down off North Korea in April 1969. As a result, a ship that was to have remained in port three more days has been ordered to sea immediately. The sudden change in the ship's operating schedule is announced over the 1MC by the Captain after the Executive Officer ordered all hands to quarters. At quarters the word is passed that each department is to be ready to get under way within four hours and that no one is to leave the ship without the Executive Officer's approval.

Keeping this situation in mind, select the paragraph(s) that illustrate an advantage of oral communication.

a. The advantage of immediate feedback is demonstrated when the Chief Machinist's Mate reminds the Chief Engineer immediately that a vital machinery part is still ashore being repaired. As a result, the chief is permitted to leave the ship and return with the part, thus precluding a delay beyond the four-hour limit.

b. The advantage of immediate explanation and clarification is demonstrated when the Captain announces the sudden change in the ship's operating schedule over the 1MC.

c. Both of the above

d. None of the above

---

13 When information is conveyed orally, there is no permanent record of the information to refer to.

Which of the following examples illustrates this disadvantage of oral communication?

a. The Division Officer, during quarters, reads that portion of the Plan of the Day dealing with the damage control drills to be conducted.

b. Oral announcement of new code names for all ships and other coded information by the Communication Officer to the watch officer prior to sailing

14 When complex information is conveyed orally, it is not easily retained by the receiver.

Which of the following examples illustrates this disadvantage?

a. A midshipman reporting aboard ship for his first summer training arrives at the proper point after remembering and following the directions: "You go aft along the port side just past the torpedo shack, go below at Frame 131, enter the Fox Division compartment and go down the ladder to the third deck."

b. The only thing a plebe remembers from a detailed explanation of the components of a complex missile weapons control system is that the system launches and controls missiles.

---

15 When information is conveyed orally, it may be rapidly distorted in the mind of the receiver.

Which of the following examples illustrates this disadvantage of oral communication?

a. MIDN 4/c Prentice confuses what the Division Officer said in his lengthy briefing on the forthcoming summer training with the men's scuttlebutt.

b. MIDN 4/c Pierce cannot remember all the written instructions pertaining to the weapons control system.

16 A technical representative from a manufacturer is aboard to explain the operation and routine maintenance of a new digital computer system. Officers of the Weapons Department and selected PO's are asked to attend.

Match each disadvantage of oral communication with the correct portion of the situation.

a. The PO's follow the explanation without difficulty, but cannot remember many of the details at the end of the session.

b. After the session some of the PO's have trouble distinguishing between the explanations for portions of this system and for older systems.

c. When the representative has gone, the PO's will be unable to verify what they retained from the session without an information source for reference.

1) No permanent record

2) Subject to rapid distortion in the memory

3) Not conducive to retention of complex information

17 Under certain circumstances, oral communication may be disadvantageous because visual aids may be required to clarify a point.

In which example would visual aids be most useful?

a. A midshipman member of the sailing team returning to Bancroft Hall is stopped by a group of admiring Boy Scouts and asked to explain the race course which was used and some of the sailing rules of the road. The midshipman gives an enthusiastic and detailed explanation, but the Boy Scouts don't quite get the picture.

b. The guest speaker at graduation ceremonies gives an inspiring speech, exhorting the midshipmen to live up to the concepts of Duty, Honor, and Country.

18 Four disadvantages of oral communication are:

1) No permanent record

2) Subject to rapid distortion in the memory of the receiver

3) Requires visual support material

4) Not conducive to retention of complex information

Match each of the disadvantages with the following example by which it is best illustrated.

a. On the bridge, ENS Moorley is describing the tactics used by a ship in the execution of a storm evasion plan at sea to a quartermaster striker. The ensign has no chart on hand to illustrate how the maneuvers are carried out.

b. When the plebe company completes marksmanship record firing, the officer in charge of the rifle range tells MIDN Sawyer the names of the plebes who have qualified as expert riflemen. By the time the company returns to Bancroft Hall, MIDN Sawyer cannot recall all of the names mentioned.

c. An instructor explaining the trajectory of a guided missile presents the complicated differential calculus equations involved with such clarity that the midshipmen class is able to comprehend the information. However, the instructor has neither stressed the importance of note taking, nor handed out outline notes to the class. As a result, the midshipmen can remember almost nothing of the lecture a week later.

19 CAPT Smith has recently conned his ship into an unfamiliar harbor successfully. He is justifiably proud of the accomplishment and is exuberant in relating the story to CAPT Jones. Channel markings, distinctive shore objects, tides, currents, wind effects, and restrictions and precautionary measures above and beyond sailing directions are vividly described for CAPT Jones. Although the facts are not too clear without harbor charts, CAPT Jones does his best to remember all the details. At one point, he reminds CAPT Smith about an additional precautionary measure and CAPT Smith gladly explains why it is unnecessary in this particular harbor. As CAPT Jones is reflecting on this conversation at a later date, he can only recall the channel markings and the distinctive shore objects, and unfortunately, he associates them with a completely different harbor which he is now approaching.

Select the statements that describe the advantages and disadvantages of oral conversation in this example.

a. The advantage of immediate feedback is demonstrated when CAPT Smith immediately relates his experience to CAPT Jones. The disadvantage of not being conducive to retention of complex information is demonstrated when CAPT Smith omits a precautionary measure. The disadvantage of requiring visual support material is demonstrated when CAPT Jones cannot refer to his files to verify the accuracy of his conversation. The disadvantage of no permanent record is illustrated by the fact that CAPT Smith has no harbor charts to refer to when relating the whole story to CAPT Jones.

b. The advantage of immediate feedback and immediate explanation and clarification are demonstrated when CAPT Jones reminds CAPT Smith of the additional precautionary measure and CAPT Smith explains why it is unnecessary in this particular harbor. The disadvantage that complex information is easily forgotten and rapidly distorted in the memory of the receiver is demonstrated when CAPT Jones can recall only a few of the facts and associates them with some other harbor. The disadvantage of requiring visual support material is demonstrated when the facts are not too clear without harbor charts. The disadvantage of no permanent record is demonstrated when CAPT Jones cannot refer to any record of the conversation to verify the accuracy of his memory.

20 Another disadvantage of oral communication is that it is subject to interference and distractions due to factors such as noise, distance, and pronunciation.

Which of the following illustrate(s) this disadvantage?

a. The Catapult Officer and the Landing Signal Officer are trying to conduct a conversation on the flight deck during launching.

b. While two ships are refueling under way, the boatswain's mate on one ship is trying to communicate with deck hands on the other.

---

21 Select the situation in which pronunciation would probably be a factor causing interference and distraction during oral communications.

a. Radioman speaking to other radiomen using the phonetic alphabet and standard circuit checks

b. Joint exercise with other nations during which communications are in English

22 Identify the factor causing interference or distraction in the following example.

The assigned beach guard personnel are shouting commands, but operations at the fleet landing are proceeding slowly due to the hubbub of activity involved as numerous liberty boats are embarking sailors for return to their ships.

a. Distance

b. Noise

c. Pronunciation

---

23 The midshipmen in the 1st and 36th companies cannot understand the commands being given by the Brigade Commander during dress parades on Worden Field. The situation is aggravated by a breeze from the Severn River.

In this situation, the primary factor causing interference or distraction is:

a. Noise

b. Distance

24 MIDN Wickwire, a former Marine drill instructor, is given a special assignment by the midshipman company commander to conduct infantry drill practice for the company in preparation for the Spring drill competition. When the practice sessions begin, MIDN Wickwire again assumes the role of a Marine drill instructor, issuing commands in the same voice and manner he formerly used at Parris Island. He is surprised by the resulting confusion.

The factor causing interference here is:

a. Noise

b. Distance

c. Pronunciation

---

25 Interference and distraction in oral communication may be due to the factor of:

a. Noise

b. Distortion in the memory of the receiver

c. Pronunciation

d. Distance

---

26 The disadvantages of oral communication are:

a. The lack of immediate feedback and the lack of immediate explanation and clarification

b. That it is not conducive to retention of complex information, is not permanent, is subject to distortion in the memory, often requires visual support material, and is subject to interference and distraction

77

27 1-LT Stanton has just been appointed assistant firing battery officer. At his first meeting with GYSGT Hammer, the battery gunnery sergeant, he enumerates a large number of jobs which need to be done. He explains in detail how each task is to be done and emphasizes the importance of doing tasks, ten in all, in order of priorities. The Gunny reminds 1-LT Stanton that action has already been taken to get the first two tasks under way. Next week, when 1-LT Stanton inspects the firing battery gun park, he is pleased to see that some of the tasks are completed, but he is disturbed by the fact that the priorities which he told GYSGT Hammer to follow have apparently been ignored.

Which of the following statements about this situation is correct?

a. Success in accomplishing some of the tasks is due to the immediate feedback that GYSGT Hammer gave to 1-LT Stanton.

b. Success in accomplishing some of the tasks is a result of the emphasis 1-LT Stanton placed on the importance of priorities.

c. Failure to accomplish the tasks in the proper order of priorities is due to the fact that oral communication is not conducive to the retention of complex information and the Gunny did not have a record of the communication to which to refer.

d. All of the above

28 A division officer aboard the USS Los Angeles is instructing his CPO in his responsibilities for the daily inspections. He spends fifteen minutes describing the desired arrangement of several pieces of equipment. Then he goes on to discuss two other details on his list, switching back and forth from one detail to the other as new thoughts occur to him. While he is speaking, the word is passed for all hands to man their battle stations. The Division Officer quickly rips off the rest of the list over his shoulder as he moves away to man his battle station. The CPO fails to hear the final portion of the list. When GQ is over and the CPO is preparing for the inspection, he is unable to visualize the desired arrangement of equipment, and, although he does his best, the arrangement is incorrect. On inspection, the Division Officer finds that some of the instructions for the details have been interchanged, with the result that some items of equipment are in the wrong place.

In this situation, the oral communication was not successful because:

a. The CPO forgot the complex information contained in the communication.

b. The necessary visual support materials showing the arrangement of the equipment were absent.

c. The instructions, while remembered, became distorted as the CPO related them to the wrong detail.

d. The Division Officer spent too much time describing the arrangment of the pieces of equipment. As a result, he was not able to give enough time to other details on his list.

e. The CPO was unable to hear the end of the communication due to the distance between him and the departing Division Officer.

---

29 Why should the Division Officer aboard the USS Los Angeles have given his CPO written instructions?

a. The CPO would have had a permanent copy for future reference.

b. A diagram of the desired physical arrangement could have been included in the written instructions.

30 What are two advantages of written communication?

a. It is retainable.

b. Diagrams can be included for clarification.

c. There is immediate feedback.

---

31 Identify which are the advantages of written communication and which are those of oral.

a. Immediate feedback — 1) Written

b. Immediate explanation and clarification — 2) Oral

c. Retainable

d. Diagrams can be included for clarification

---

32 One of the disadvantages of written communication is that it usually precludes immediate feedback.

An illustration of this disadvantage would be a situation in which:

a. The Division Officer gives his chief petty officer a detailed list of tasks to be accomplished without taking into account that there is another written directive, still effective and signed by the Captain, which states that these very tasks are not to be performed by the ship's personnel.

b. The Division Officer prepares a division order that specifically cancels an older and conflicting document on the same subject and sets forth new procedures and tasks to be followed.

33 Because written communication does not allow for immediate feedback, the receiver cannot get immediate clarification of the information contained in the communication.

This would be the case if a division officer gives his CPO a set of written instructions for inspection details explaining:

a. The standard procedure and checklist for a certain detail that has been neglected and specifying the manual in which they are contained

b. That a certain detail has been neglected

---

34 A disadvantage of written communication is that since immediate feedback is not possible:

a. The receiver cannot get immediate clarification of the message.

b. The sender cannot get immediate clarification of the message.

---

35 In a situation involving written communications, the receiver cannot get immediate clarification of the message because:

a. Written communication requires visual support material which is not always available.

b. The message is subject to interference and distraction.

c. Written communication does not allow for immediate feedback.

36 Another disadvantage of written communication is that it may require extensive preparation time.

Which of the following illustrates this disadvantage?

a. A division officer prepares the instructions for the inspection with extensive diagrams of the desired arrangement of equipment.

b. A division officer jots down a quick hand-written memo to his CPO reminding him to review the holiday schedule.

---

37 The Navigator has devoted a great deal of time to preparing a set of written instructions for the quartermaster strikers. While using the instructions, one of the quartermaster strikers discovers a step that he does not understand.

Which two disadvantages of written communication does this situation illustrate?

a. Written communication requires extensive preparation time.

b. Since immediate feedback is not possible in a situation involving written communication, the message cannot be clarified immediately.

c. Information of a complex nature is subject to distortion and is not conducive to retention.

d. None of the above

38 Select the situation that illustrates the disadvantages of written communication.

a. The Captain, who has recently assumed command of the USS Los Angeles, has prepared a lengthy list of comments and instructions for the division officers. Although he has valid reason for ordering a daily inspection of all spaces, this point is not brought out in the instructions. Consequently, several of the division officers who feel the request for daily inspections is unnecessary give this instruction cursory attention. Several days pass before the Captain learns that the inspections are being neglected, apparently because their purpose was not made clear.

b. A navigator has prepared a thorough set of written instructions, complete with simple diagrams, for each of the quartermaster strikers. In addition, as soon as the instructions are issued, the Navigator holds a meeting with the strikers to clear up any questions arising from the instructions. The strikers find that the diagrams have helped them to understand the tasks they must perform, and later, the set of instructions serves as a handy reference.

39 Identify which are the disadvantages of written communication and which are those of oral.

a. Not conducive to retention of complex information — 1) Written
b. Does not allow for immediate feedback — 2) Oral
c. May require visual support material
d. Requires extensive preparation time
e. Subject to rapid distortion in the memory of receiver
f. No permanent record
g. Subject to interference and distraction

---

40 Select the paragraph that most accurately compares the advantages and disadvantages of written communication.

a. Written communication is subject to rapid distortion in the memory of the receiver, is not conducive to retention of complex information, and is subject to interference and distraction. However, it is retainable, and it can include diagrams for clarification.

b. Written communication provides no immediate feedback, may require further clarification, and may involve extensive preparation time. However, it can include diagrams for clarification and it is retainable.

c. While written communication is retainable and provides immediate clarification, it may require extensive preparation time and visual support material.

41 A technical representative will be aboard ship to explain the operation and routine maintenance of a new system. Since his stay will be limited to two days, it is important that he communicate in a way that will elicit from the crew as quickly as possible either their questions or their confirmation that they understand each topic. It is also important that he explain and clarify every possible trouble spot for the crew during his time aboard.

His communication needs are best suited to the advantages of:

a. Oral communication

b. Written communication

---

42 During his two days aboard ship, the technical representative will need some cutaway diagrams of an intricate, permanently sealed component. The crew will also need a permanent record of the procedure for reference after he has gone.

These communication needs might be best suited to the advantages of:

a. Oral communication

b. Written communication

43 The ship's First Lieutenant is planning to instruct a group of midshipmen on summer training in the proper way to rig the amidships station for a high-line transfer. The procedure is not too complex. Although some of the techniques are a little tricky and can be demonstrated more easily than illustrated, once the midshipmen have performed the task correctly they will be able to do it again without difficulty. The First Lieutenant will, however, want to know that each midshipman can perform the task correctly as a result of the communication.

Evaluate this communication need and select the type(s) of communication that would most effectively carry the message.

a. Oral

b. Written

c. Oral and written

SUMMARY: In the segment you have now completed, you have learned to analyze the communication needs in several typical Navy situations and in each situation to select the type of communication that would best transmit the message.

This is the end of Part Four, Segment II.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FOUR

ACHIEVING EFFECTIVE COMMUNICATION

Segment II

Types of Communication

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

TYPES OF COMMUNICATION

PROGRESS CHECK

Question 1.

Chief Small, senior quartermaster aboard a cruiser in port for overhaul, gives a lecture on buoyage systems to the men in his division. Because of his vast knowledge of the subject the Chief decides not to use any training aids. However, his accent sometimes creates problems for him in getting his point across. About midway in his lecture some yard workers arrive to make alterations to the space where the lecture is being held.

Which of the following statements best describes the reason for Chief Small's lecture being a poor oral message?

a. Oral communication often requires visual support material for clarification.

b. Oral delivery is often subject to interference due to noise.

c. Oral communications are often subject to distractions due to pronunciation.

d. All of the above

Question 2.

CAPT Land is the Commanding Officer of the USS Princeton. His ship was about to complete a nine-month deployment when orders were received to remain on station an additional two months. CAPT Land must decide what means of communication he should use to inform the crew of the change in the ship's schedule.

Which of the following means of communication should the Captain use to announce the change of schedule to the ship's crew, with the primary goal of minimizing the effects of the message on crew morale?

a. CAPT Land should pass the word over the 1MC.

b. CAPT Land should have the message put in the Plan of the Day.

c. CAPT Land should have the Executive Officer pass the word at morning quarters.

d. CAPT Land should assemble the crew and give them the message orally.

Question 3.

Select the correct DEFINITION of oral communication.

a. Uttered by mouth or in words; spoken

b. Verbal transmission of a message from one individual to another

c. Verbal transmission of a message

d. All of the above

Question 4.

The most accurate comparison of the advantages and disadvantages of written communication would be:

a. Although written communication is subject to rapid distortion, its primary advantage is that it can be filed as a permanent record.

b. Although written communication reduces distortion and can be referred to later, immediate clarification is not readily available.

c. Although written communication enhances retention, can be filed to become a permanent record, and allows for immediate feedback, it requires extensive preparation time.

d. Although written communication is subject to rapid distortion, its primary advantage is immediate clarification.

Question 5.

LT Smyth is the Personnel Officer for an aircraft squadron of three hundred men. Knowing that these men are personally concerned with the Sea-Shore rotation plan used by the Navy, he has decided to give an oral lecture on SEAVEY-SHORVEY procedures to all the division officers within the squadron. The purpose of the lecture is to give to the division officers the knowledge they need to discuss the timing, requirements and procedures of the rotation plan intelligently with their men. A few weeks after the lecture, however, LT Smyth still finds that the men in his squadron have as many--possibly more--questions about SEAVEY-SHORVEY patterns.

Which statement best illustrates the disadvantages of oral communication, as described in the above example?

a. Oral communication used with complex information is not conducive to long term retention by the receiver.

b. Oral communication is subject to rapid distortion in the memory.

c. Oral communication often requires visual support material for clarification.

d. All of the above

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Four/II/RPF INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Four SEGMENT II

REMEDIATION TEXT Linear Text (HLT)

ITEM	ANSWER	REMEDIATION REFERENCE
1	d	Pages 2, 11, 12, 15-16, 19-21
2	d	Pages 22-27
3	a	Pages 2-3
4	b	Pages 21-27
5	d	Pages 8-18
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FOUR

ACHIEVING EFFECTIVE COMMUNICATION

Segment III

The Communication Process
(Receiver and Barriers)

Linear Text

(HLT)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"Speech that leads not to action, still more that hinders it, is a nuisance on the earth."

Carlyle

Now that the types of communication are understood, we move on to the process of communication, and specifically to the subjects of the receiver of communication, and the barriers to reception.

A leadership course, to be truly complete, must at some point include a thorough discussion of the process of communication, and the receiver and barriers to reception of communication. This segment covers the causes of communication failure, detecting and decoding deficiencies as barriers to communication reception, the common causes of communication breakdown, psychological barriers to communication, and how to overcome communication barriers.

Segment III is the same type linear text used in Segment II.

As a leader, you will often be in a position of having to exercise your insights about the communication process as it relates to the receiver of the communication, and about the various barriers to that reception, and how to overcome them.

There is an old saying that states, "If an order can be misunderstood, it will be." The duty of a leader is to insure that his orders won't be misunderstood. It is equally as important that a leader doesn't misunderstand communications from his subordinates.

THE COMMUNICATION PROCESS (RECEIVER AND BARRIERS)

OVERVIEW: The process of communication includes not only sending and receiving messages, but also recognizing physical and psychological barriers to communication in order to take the necessary measures to eliminate or compensate for them.

1 Four aspects of the communication process are:

1) Sender--Person who transmits the message to the receiver

2) Receiver--Person to whom the message is directed

3) Barrier--Anything that causes blockage or distortion of a message

4) Feedback--The process by which the sender of a message receives information on the interpretation of his message by the receiver

What does the sender use feedback to accomplish?

a. Elimination or compensation for barriers between himself and the receiver

b. Establishment of clearer channels of communication between himself and the receiver

c. Both of the above

d. None of the above

2 Match the four aspects of the communication process with their descriptions.

a. Receptor	1) Sender
b. Blockage in transmittal	2) Barrier
c. Information on receiver's interpretation	3) Receiver
d. Interference in transmittal	4) Feedback
e. Transmitter	
f. The cause of distortion of a message	

---

3 The sender, receiver, barriers, and feedback are all aspects of which of the following?

a. The communication message

b. The communication process

---

4 Which of the following correctly describes the aspects of the communication process?

a. Aspects of the communication process include (1) the sender of the message, (2) the barriers the sender encounters in transmitting the message, (3) the receiver of the message, and (4) the feedback the sender gets from the receiver regarding his interpretation of the message.

b. Aspects of the communication process include (1) the sender of the message, (2) the structure of the message, (3) the sequence of information in the message, and (4) the receiver of the message.

100

5 The components of the message itself include information content, redundancy, structure and sequence. Redundancy as it is used in communication theory means a discreet amount of repetition to increase the probability of successful transmission and interpretation of a message. Most military messages are organized for redundancy.

Which of the following is true?

a. Redundancy means superfluous repetition.

b. Redundancy increases the probability of successful transmission and interpretation of a message.

---

6 You, a midshipman, are familiar with notices which follow this format: subject, purpose, background, action, cancellation, and distribution. In this format, the subject is introduced in the purpose paragraph and repeated in the background paragraph.

Which of the following is true?

a. In military messages redundancy is desirable.

b. In military messages redundancy is to be avoided.

7 There are many different ways in which messages may be structured. In the military there is a special format or organizational structure for orders, bulletins, memoranda, notices, publications, dispatches, field messages, etc. In many of these cases, the structure determines the sequence.

Which of these statements is true?

a. The structure of military communications is always prescribed.

b. The structure of a communication is determined by the existing communication barriers.

---

8 Effective communication is accomplished when the message is understood by the receiver as the sender intended it to be understood.

Which is true?

a. To ensure that the receiver understands his intention, the sender must consider the relationship of all components of the message.

b. All the components of a message should be equally weighted to establish effective communication.

---

9 Which of the following is true of what a message says and how it is said?

a. It is summarized in the components of the message.

b. It is described by information content, redundancy, structure, and sequence.

10 The following list includes not only the aspects of the communication process but also the components of the message to be communicated.

Match the following.

a. Feedback	1) Process
b. Barriers	2) Message
c. Information content	
d. Sequence	
e. Sender	
f. Structure	
g. Receiver	
h. Redundancy	

---

11 Which of the following best describes conditions for effective communication?

a. The sender structures the information content of his message, correctly sequencing all items of information with attending characteristic redundancy. As he transmits his message, he is constantly alert to feedback from his receiver and uses this feedback to clarify and modify his message.

b. The sender first considers all barriers to communication that might exist or develop between himself and his receiver. He then structures the information content of his message by whatever method he feels will eliminate or compensate for those barriers. He correctly sequences all items of information within this structure with attending characteristic redundancy. As he transmits his message, he is constantly alert to feedback from his receiver and uses this feedback to modify his message to overcome any barrier that he may have overlooked.

12 In the following situation there was a failure of communication between an officer and his men.

LT Jameson, an instructor in the Weapons Department, is giving his class last minute instructions. "Gentlemen, remember that tomorrow you are scheduled for a 30-minute quiz. This afternoon at 1400 we have a special demonstration. Be sure to bring the forms issued at the last class. Bring the charts provided to the quiz."

Which statement describes a cause of failure?

a. The items of the information content were not properly sequenced within the structure of the message.

b. The message was redundant.

---

13 Inherent in communication is the necessity for the receiver to first detect the message. There are three factors that the sender must take into consideration in order to insure that the receiver will detect the message:

1) The receiver's sense of sight or hearing must be directed toward the sender.

2) The receiver's sense of sight or hearing must receive the message at some level of consciousness.

3) The receiver's psychological attention must be attuned to the message.

According to the three conditions, what is true of the sender?

a. He must be concerned with securing the receiver's physical attention.

b. He must be concerned with securing the receiver's psychological attention.

14 Which of the following statements express factors necessary for the receiver to detect the message?

a. He must eliminate or compensate for barriers.

b. His psychological attention must be attuned to the message.

c. His sense of sight or sound must receive the message.

d. He must utilize feedback.

e. His sense of sight or sound must be directed toward the sender.

---

15 After the message has been detected by the receiver, it is necessary for him to decode it. There are three factors that the sender must take into account requisite to a receiver's decoding of a message:

1) In order to decode the message, the receiver uses his memory to establish word meaning.

2) Meaning of the words detected by the receiver must equal the sender's meaning.

3) The receiver must also be able to attach the intended meaning to nonverbal symbols such as the sender's gestures, tone of voice, and facial expressions.

Which of the following may be true of a situation in which a receiver misunderstands a message?

a. The sender has encoded the message incorrectly, disregarding the anticipations of the receiver.

b. The sender can take refuge in the fact that his message clearly observed the requisite four components.

c. The sender did not determine whether the receiver's memory was adequate to establish correct word meaning, whether the words detected by the receiver had different meanings for him, and/or whether his nonverbal symbols could have been misinterpreted by the receiver.

16 What is affected by the receiver's memory and his interpretation of the sender's words and nonverbal symbols?

a. Message decoding

b. Message detection

---

17 A list of factors that affect the detection or decoding of messages is shown below.

Match to show whether the factor affects detection or decoding.

a. The receiver's meaning of the detected words must equal the sender's meaning.

b. The receiver's senses must be directed toward the sender.

c. The receiver's psychological attention must be attuned to the message.

d. The receiver must attach meaning to nonverbal aspects of communication (gestures, voice tone, and facial expressions).

e. The receiver uses his memory to establish word meaning.

f. The receiver's sense of sight and hearing must receive the message at some level of consciousness.

1) Detection

2) Decoding

18 In the following situation, the receivers failed to understand the message.

The officer, whose voice was naturally soft, had to force his voice in order to be heard. This resulted in his instructions having a harsh quality which antagonized his men.

What was the cause of failure?

a. Detection

b. Decoding

---

19 There are two types of barriers to effective communication with which a sender has to contend. The first type is physical barriers. These are barriers within the environment that cause interference with the reception of the message by the sensory organs.

Which of these might be a physical barrier?

a. Anything in the environment that adversely affects the receiver's ability to see or hear the message

b. An emotional condition within the receiver that distorts his understanding of the message

20 In the previous segment you learned that oral communication has the disadvantage of being subject to the interference and distraction of distance and noise. What is obvious, then about these factors in the environment?

a. They adversely affect the receiver's ability to hear a message.

b. They constitute physical barriers to communication.

c. Both of the above

d. None of the above

---

21 Distance acts as a physical barrier in the communication process. As physical distance between the sender and receiver increases, the physical exertion necessary to accomplish communication increases.

What could be the result of this increase?

a. Fewer and less comprehensible messages

b. A greater number of and more comprehensible messages

22 Too great a distance may require a change in the type of communication, which sometimes introduces a time delay between dispatch and receipt of a message.

What can be said about a change from oral to written communication?

a. It can be the result of distance requiring a change in type of communication.

b. It can result in a time delay due to distance.

c. It can require more physical exertion to accomplish communication.

d. All of the above

---

23 Which can be said of the physical barrier, distance?

a. No increase in the physical exertion is necessary to accomplish communication.

b. It can cause interference in the process of communication.

c. Both of the above

d. None of the above

---

24 Noise may also act as a physical barrier to communication. In an oral communication, what will an increase in the background noise level do?

a. It will increase the receiver's ability to detect and decode a message.

b. It will render less effective the receiver's ability to detect and decode a message.

c. Both of the above

d. None of the above

25 Lighting conditions may present yet another physical barrier to communication. Too much or not enough light may interfere with the reception of a message.

Which of the following examples illustrates this physical barrier?

a. Light of such low intensity that the written instructions and the accompanying map cannot be read

b. The noise level in an engineroom so great that oral instructions cannot be heard by the men

c. Both of the above

d. None of the above

---

26 Noise and light may be classified as audio-visual conditions in the environment.

What will audio-visual conditions affect?

a. The reception of a message by the sensory organs

b. The transmission of a message by the sender

27 Besides distances and audio-visual conditions in the environment, specific characteristics of an organization can constitute physical barriers to communication. Two characteristics of the organization that may affect communication are the size of the organization and its complexity.

In a large organization what is often true?

a. There are too many people to communicate with at one time.

b. There are too many people trying to communicate at one time.

c. Both of the above

d. None of the above

---

28 When too many people are trying to communicate at one time, too many messages are sent within an organization. When this happens, the receiver very often is bombarded with communiques.

What is the result?

a. He cannot give his full attention to all of them.

b. He cannot give his immediate attention to all of them.

c. Both of the above

d. None of the above

29 Because he must attend to too many messages at once, the receiver is likely:

1) To delay or shelve some messages

2) Not to digest the content of some or all of the messages and hence to misunderstand the intent of the messages

Therefore, what is the result of having to attend to too many messages at one time?

a. Misunderstandings

b. Understanding of the messages but insufficient time for action

c. Delays

d. None of the above

---

30 When there are too many people to communicate with at one time, the extent of the leader's control over the communication is weakened. This problem is often dealt with by dividing the group into sub-groups, each with its own leader.

What is thus created?

a. A complex, multilevel organization

b. A hierarchical structure

c. Both of the above

d. None of the above

31 As the leader tries to solve the problem of the extent of control, new problems arise. In a complex, multilevel organization, an increased time lag exists between the origination of communications at the top and their receipt at the bottom. Also, relaying an oral communication through many people or through several organizational levels causes dilution and distortion of the message.

Which of the following is/are due solely to the complexity and/or hierarchical structure of an organization?

a. There are too many messages to attend to at one time.

b. The original meanings of a message are lost.

c. The receiver is unable to hear the message.

d. Time delays exist between the sending of a message and its filtering down to its final recipient.

---

32 A problem of communications in a complex organization is the probability of distortion as the original message passes through levels of the organization. Just as important is the possibility of distorting or precluding feedback.

What, then, is the likely result of communications in a complex organization?

a. The sender gets feedback from the receivers.

b. The receivers have ample opportunity for clarification of misunderstood messages.

c. The sender cannot be sure that the original intent of his message has not been distorted as the message descends from one organizational level to another.

33 Which of the following organizational characteristics may constitute physical barriers to communication?

a. Largeness

b. Simplicity

c. Complexity

d. Stability

e. Downward flow of communication

---

34 What can be the result of the hierarchical structure of an organization?

a. Lack of feedback

b. Time lags due to message-relaying through organizational levels

c. Distortion of the message due to message-relaying through organizational levels

d. All of the above

35 Which of the following physical barriers distorts the reception of a message by the sensory organs?

a. Light

b. Distance

c. Hierarchical structure of an organization

d. Noise

e. Size of an organization

---

36 The following are some common physical barriers to communication.

1) Distance

2) Noise

3) Lighting conditions

4) Size of an organization

5) Complexity of an organization

Select the barrier exemplified in each of the situations which follow.

a. LTJG Miller is a physical fitness enthusiast and advocates plenty of fresh air. He keeps all the windows and doors of his classroom open. Some of his students have trouble hearing him because of the traffic in the passageway.

b. The aviation supply depot's request for an intercom system in the warehouse was deleted from the budget. The Supply Officer must use a twice-a-day messenger to forward requisitions from his office, which was in a separate building, to the warehouse supervisor whose office is in the warehouse.

c. LTJG Miller, in his quest for fresh air, will occasionally conduct his class outdoors. The bright sunlight makes it difficult to see details on the glaring blackboard.

37 Which paragraph best describes the disadvantages of excessive communications (as a function of large organizations)?

a. When a receiver must attend to too many messages at one time, he is likely to shelve or delay some messages. In addition, he is not able to give close attention to the messages and hence is liable to misinterpret their meanings. Finally, the receiver has no time to seek clarification of messages and the sender gets little feedback to let him know if his messages have been understood as he intended them.

b. Excessive communications cause distortion of the message by the sensory organs. In addition, as communications become more numerous, the physical exertion needed to accomplish them increases and the sender is not able to give close attention to the messages. Finally, the receiver has no time to seek clarification of the messages, and the sender gets little feedback to let him know if his messages have been understood as he intended them.

---

38 While a destroyer is underway, LT Simon, the Chief Engineer, is passing the word on the inspection to his chiefs in the forward engineroom.

Which of the following is the correct method for LT Simon to use to overcome the physical barrier he is experiencing in the situation described above?

a. Reduce the distance

b. Reduce the noise level

c. Increase the light intensity

d. Reduce the number of communications

39 During summer marksmanship training the Range NCO normally directs activities on firing positions 1 through 40 from a central tower by means of a loudspeaker system. One afternoon an unscheduled power shut-down occurs throughout the range area.

Which of the following would be the best action the Range NCO could take to overcome the physical barrier he has encountered and complete the required qualification firing as scheduled?

a. Reduce the noise level by directing silence in the range area when instructions must be given.

b. Reduce the distance by grouping the midshipmen for instructions prior to each firing activity.

c. Reduce the number of instructions given so that firing activity will at least be completed on schedule.

d. Cancel the remaining firing activities and reschedule for the next day.

---

40 Which is the correct definition of a physical barrier to communication?

a. A barrier that interferes with or distorts the meaning of a message.

b. A barrier within the environment that causes interference with the reception of the message by the sensory organs.

41 The second of the two types of barriers to communication is psychological barriers. These barriers are present in the receiver and/or sender and distort the intended meaning of the message.

How do psychological barriers differ from physical barriers?

a. Psychological barriers are found within the sender and/or receiver, while physical barriers are found in the environment of the sender and/or receiver.

b. Psychological barriers distort the meaning of the message, while physical barriers affect reception of the message by the sensory organs.

c. Both of the above

d. None of the above

---

42 The way we perceive things is determined to a great extent by the meaning and value which events and objects have acquired for us through previous learning and experience. Perceptual barriers to communication are barriers which often arise as a result of differences between the sender's and receiver's previous experience.

What is the receiver's present perception of an object or event dependent upon?

a. His previous experience of that object or event

b. The sender's previous experience of that object or event

43 Where are perceptual barriers present?

a. In the receiver and/or sender

b. In the environment

---

44 What is a perceptual barrier?

a. A psychological barrier, and hence distorts the intended meaning of the message

b. A physical barrier, and hence causes interference with the reception of the message by the sensory organs

---

45 LT Berry is conducting his first field class on scouting and patrolling. The class is made up of new NCO's with very little mapreading experience. LT Berry, on the other hand, has recently returned from a 24-month tour in Vietnam and has become very expert in mapreading. During the class, Berry gives each NCO a map and a prescribed compass course to follow. He orients the students and instructs them to be aware of the hazards indicated on the map at points X, Y, and Z. The NCO's start out, but when they look at their maps, they don't understand what the hazards are to which LT Berry was referring.

What is the basic problem in this situation?

a. LT Berry and the NCO's previous disparate experience of mapreading caused a perceptual barrier.

b. The NCO's were not able to interpret map indications for hazards because of their lack of previous mapreading experience.

c. Both of the above

d. None of the above

46 The accuracy of a receiver's perception is determined by the degree of similarity between the experiences stored in the memories of the sender and receiver.

If the similarities in experiences are great, then which of the following is greater?

a. The probability of similar perceptions

b. The probability of misperceptions

---

47 What is the result of dissimilar experiences of the sender and receiver?

a. They facilitate similar perception.

b. They distort perception

---

48 Select the example in which communication was impaired because of a perceptual barrier.

a. The midshipmen are having difficulty hearing the instructor because of noise coming through the window.

b. The signalman can get only part of the blinker signal from the cruiser because of the fog.

c. During a reconnaisance flight, an experienced aviator points out a group of Quonset huts to his green crew and tells them to mark down what they see on a map. Because of their inexperience in aerial reconnaissance, they indicate the objects as a large number of dirt mounds.

49 Social distance between the sender and the receiver is often associated with differences in previous experience and thus is likely to affect perception.

Taking into account this reason, what can be said of disparity of rank between the sender and receiver?

a. It is a source of perceptual difference.

b. It is the result of perceptual differences.

c. Both of the above

d. None of the above

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50 In addition, when the receiver's social level or rank is lower than the sender's, the receiver may feel reluctant to interact in the communication process because he feels that if he does, his self-image may be threatened. He is afraid of appearing inadequate in the eyes of the superior.

In other words, what may he feel?

a. That his status is made more secure through communication

b. That his status is jeopardized by communication interaction

c. That his leader's reluctance to communicate is a threat to his status

51 Why may insecurity about his status in the mind of the receiver of lower rank than the sender act as a barrier to communication?

a. The receiver is reluctant to communicate and hence the leader gets little or no feedback.

b. The receiver is likely to become defensive and hence to perceive a different meaning in a message from that intended by the sender.

c. Both of the above

d. None of the above

---

52 Because disparity of rank can be a source of perceptual difference, what can it act as?

a. A perceptual barrier to communication

b. A physical barrier to communication

---

53 The receiver is forced to be conscious of and to have an attitude toward his own rank and that of the leader.

What can be said of this status problem?

a. It is the result of a disparity in rank.

b. It acts as a perceptual barrier.

c. Both of the above

d. None of the above

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54 Select the example in which a disparity in rank causes the receiver's misunderstanding.

a. During one of his frequent tours of naval ships and stations, the CNO meets with the leading chiefs to discuss leadership at the petty officer level. The CNO, with all his braid and ribbons and his firsthand knowledge of practically every problem which the chiefs have presented, makes a profound impression on almost all the chiefs. When the CNO states that he believes every sailor should have enough pride in appearance to keep himself physically fit under all circumstances, CPO Gourm interprets this opinion as a directive to revitalize his own section's program.

b. LTJG Neveaux explains to his green crew that the "Charlie Noble" on their ship is only ornamental and not functional. All the seamen know that a "Charlie Noble" is a smoke stack, but SN Pardee doesn't understand what the LTJG means by "functional."

---

55 A second category of psychological barriers is conceptual barriers. Conceptual barriers are barriers that arise primarily from differences in the memory of semantic frames of reference rather than perceptual frames of reference.

When do conceptual barriers to communication occur?

a. When differences exist in the meanings that senders and receivers attach to stored experiences

b. When differences exist in the meanings that senders and receivers attach to word symbols

56 When the sender and the receiver come from different parts of the country, have different ethnic backgrounds, or have attained different educational levels, each will attach different meanings to the same words or concepts.

In these situations, will the sender and receiver possess the same or dissimilar semantic frames of reference?

a. Different

b. The same

---

57 LTJG Kije is giving sailing instructions to plebes in Plebe Summer indoctrination. He is explaining how the foot is attached to the boom. MIDN Thomas, who has never seen a sailboat before, has visions of attaching his own foot to a boom.

Do LTJG Kije and MIDN Thomas possess a different or a similar semantic frame of reference when speaking of sailboats?

a. Similar

b. Different

58 LTJG Kije and MIDN Thomas come from the same small town in the Midwest and were, in fact, boyhood buddies. In the spring semester LTJG Kije invites Thomas to his home one evening. The two men reminisce about pig farming in the Midwest, and the midshipman reminds the lieutenant about the fine shoats the lieutenant's family used to raise every spring.

What can be said of these two men?

a. They have similar semantic frames of reference regarding pig farming and hence misinterpret each other's messages.

b. They have different semantic frames of reference regarding pig farming and hence misinterpret each other's messages.

c. They have similar semantic frames of reference regarding pig farming and hence do not misinterpret each other's messages.

---

59 Which of the following examples illustrates a conceptual barrier to communication?

a. MIDN 4/c Weede asks directions to get to Admiral Heights in Annapolis. MIDN 2/c Fort tells Weede that he is not familiar with the residential areas of Annapolis and cannot help him.

b. Newly enrolled MIDN 4/c Weede asks directions to get to the express office in Bancroft Hall. MIDN 2/c Fort tells him to go to the end of the passageway and take the ladder to the "O" deck. MIDN Weede is puzzled by the directions.

c. ENS Wagner is addressing a group of seamen from his division who are gathered on the pier. Some of the seamen in the rear of the group indicate that they cannot hear him.

60 On what is the meaning we attach to words often dependent?

a. What part of the country we come from

b. Our level of education

c. Our ethnic background

d. All of the above

---

61 Educational levels attained, and ethnic and geographical origins are some of the things which determine the sender's and receiver's cultural background. Thus, cultural background in general is one of the main causes of differences in the memory of semantic frames of reference from person to person. It is also one of the causes of differences in previous experience and learning.

What should the leader who needs to communicate to someone with a different cultural background from his own keep in mind?

a. This factor may be the source of a perceptual barrier to communication.

b. This factor may be the source of a conceptual barrier to communication.

c. This factor may be the source of a psychological barrier to communication.

d. All of the above

62 What is true of a psychological barrier?

a. It can be perceptual and still not necessarily of cultural origin.

b. It can be conceptual and still not necessarily of cultural origin.

c. A psychological barrier that is of cultural origin will also be either perceptual or conceptual.

d. All of the above

---

63 Choose the example in which a difference in cultural background is the cause of a perceptual barrier to communication.

a. It was difficult for all the midshipmen to follow the instructor because of conversations in the back of the classroom.

b. When asked "What time is your watch?" the new recruit looked at his wristwatch and said, "It is now eleven o'clock."

c. MIDN 4/c White, a plebe from the South, is on duty as a main office messenger. He goes into the MOOW's office and informs the MOOW that the OOD is "waiting on you, Sir." The MOOW politely informs the plebe that the OOD never waits on him. At this point, MIDN White isn't sure "who's waitin' on whom."

64 CDR Russel is an expert on nuclear radiation. His terse and highly technical expressions leave much to be explained to his men.

Which of the following is an appropriate method of eliminating the communication barrier in the situation described above?

a. CDR Russel, realizing that he was having problems in communicating orally with his men, decided to issue his orders in written form. He reasoned that written communications might succeed where oral communications had failed.

b. CDR Russel, realizing that irrespective of a favorable or unfavorable physical environment, he was having problems in getting his ideas across to his men, concluded that the main barrier to communication was of a conceptual nature. He recognized that because of his professional background he had developed an ability for concise expression and a vocabulary of specialized terms. His listeners, on the other hand, had no such background. CDR Russel decided to try to word his communications in such a way as to make them more suited to the men's general educational level.

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65 Match the following.

a. Perceptual barriers to communication	1) Barriers that arise primarily from differences in the memory of semantic frames of reference
b. Conceptual barriers to communication	2) Barriers which arise as a result of differences in the sender's and the receiver's previous experience and learning

66 Which of the following best describes the concept of psychological barriers?

a. Barriers within the environment which cause interference with the reception of the message by the sensory organs

b. Barriers present in the receiver and/or the sender that distort the intended meaning of the message

---

67 Receivers often misunderstand messages and are conscious of having misunderstood. When this is the case, a sender can utilize the receiver's feedback to clarify the content of his message. The real hazard a sender faces is that in some cases feedback fails to indicate that a receiver has misunderstood the sender's intent. In every possible case, a receiver's expectations will cause him to unconsciously translate a message with which he is uncomfortable into a message whose intent is more in line with his own wishes. Thus, being satisfied with what he has made out of the message, he gives the sender of the message positive feedback.

Since this "translation" process is unconscious, neither the receiver nor the sender realizes the mistake until the receiver takes the wrong action. This common cause of communication breakdown is known as false expectations.

How can this be prevented or overcome?

a. The sender's making the consequences of misconceptions more severe

b. The sender's asking pointed questions of the receiver to ensure that the receiver correctly understands the sender's intent

68 The burden of communication is on the sender. It is the sender's responsibility:

1) To select the best means for communication, depending on the message, the environment, and the receivers

2) To eliminate or compensate for any barrier to communication that he can foresee

3) To initiate the communication by getting the message to the receiver

4) To overcome communication breakdown once communication has been initiated

Four of the most common causes of communication breakdown are:

1) Message competition (Too many messages compete for the receiver's attention at once.)

2) Too many links (Too many people and/or levels through which a message has to travel to reach the receiver)

3) Status threat (The feeling that status is jeopardized by communications interaction may cause a receiver of lower rank to misinterpret a message.)

4) False expectations (Receiver's expectations affect how he interprets the sender's intent.)

All four are barriers the sender initially takes into consideration when he first sends his message.

Match the cause of communication breakdown to its classification.

a. Message competition
b. Too many links
c. Status threat
d. False expectations

1) Physical--nature of the organization (hierarchical structure)
2) Physical--gaining and keeping receiver's attention
3) Psychological--conceptual, caused by receiver selecting from his semantic frame of reference only those stored concepts that correspond to his own wishes
4) Psychological--perceptual, caused by disparity in rank.

---

69 Regardless of whether communication is oral or written, the receiver's environment is made up of things and events that constantly compete for the receiver's attention. The sender's responsibility is to hold the receiver's attention until the whole message has been received. When something distracts the receiver, the sender must be prepared to regain the receiver's attention.

What is the cause of communication breakdown in this case?

a. Message competition
b. Message distraction

70 The more people and levels of command that an oral message has to travel through, the less probable it is that the message will reach the receiver with its original intent.

A sender avoids relaying his message through numerous members of an organization, particularly those members known to distort messages.

Which communication breakdown is he trying to prevent or overcome?

a. Too many links

b. Too many messages

---

71 The sender must be aware of the possibility of status problems existing among his personnel.

By what means can a status problem (another of the four most common causes of communication breakdown) be prevented or overcome?

a. Taking measures to correct the problem in the personnel who have it

b. Avoiding having a message routed through personnel known to have the problem

c. Both of the above

d. None of the above

72 LCDR Blake devised a more efficient method of handling requests for leave. The new method will eliminate much of the paperwork. He explains the method to the Executive Officer, who issues memos to all department heads. The department heads issue their memos to their division officers. The division officers in turn call separate meetings and pass the word to their chiefs, who are to notify all their men. The storekeepers find out that their procedure is a little different from that received by the radiomen.

From the following list, select a. the cause for the communication breakdown in the situation above, and b. the action which should have been taken to prevent the communication problem.

a. Cause
b. Action

1) Reduce number of links
2) Message competition
3) Correct or reroute message to avoid problem
4) Too many links

SUMMARY: Four aspects of the communication process and four components of the message have been presented. Physical and psychological barriers to communication have been identified, along with methods to eliminate or compensate for them. Also included were four of the most common causes for communication breakdown with suggestions on how to avoid them.

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This is the end of Part Four, Segment III.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FOUR

ACHIEVING EFFECTIVE COMMUNICATION

Segment III

The Communication Process (Receiver and Barriers)

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

404

THE COMMUNICATION PROCESS (RECEIVER AND BARRIERS)

PROGRESS CHECK

Question 1.

A junior officer is in charge of a detail of men from the ship. They are to march in the Armed Forces Day Parade in the city in which the ship is visiting for the occasion. The officer outlines the events of the day for the men as follows: "I know you men are no more happy with this assignment than I am, but it will all be worth it as we are to be the guests of the city at dinner tomorrow evening after the parade. We will leave the ship at 0800 in the morning and be transported by bus to the assembly point. The same bus and driver will pick us up at the ship at 1800 tomorrow to transport us to dinner. When the parade is over we will wait at the dispersal area for transportation back to the ship. You are free to go from the parade on liberty if you so desire."

Which of the following statements best describes the probable cause of a communication failure between this officer and the men in the above situation?

a. The structure component of the message was inadequate.

b. The officer created confusion when he elaborated to the men that he didn't like the assignment any more than they did.

c. The sequence component of the message was poorly planned and presented by the officer.

d. The officer ignored the feedback he was getting from the men, as he should have known that they volunteered for the detail rather than having been assigned to it.

Question 2.

Which of the following statements correctly describes all of the aspects of the communication process?

a. A person to whom the message is directed, a person who transmits the message, and the process which permits the sender to modify his communication based upon his knowledge of the outcome of his original communication

b. A person to transmit a message, a person to receive the message, and feedback from the person to whom the message is directed

c. A person to whom a message is transmitted, something which causes a blockage or distortion of the message, and the feedback which permits the sender to modify his communication

d. A person who transmits a message, a person to whom the message is directed, anything that causes blockage or distortion of the message, and that which allows the sender to modify his communication, based upon his knowledge of the outcome of his original communication

Question 3.

During English class, a MIDN was looking out the window at the snow. Being a skiing enthusiast, he began planning his weekend in the mountains. At the end of the class period the professor gave the students a quiz on the material he had just covered in class, and the young skiing enthusiast failed the quiz.

Which of the following statements correctly states the reason for the above communication failure?

a. The professor failed to utilize feedback from the inattentive student.

b. A communication barrier existed between the student and the professor due to the distraction of the snow.

c. The student's psychological attention was not attuned to the instruction of the professor, preventing detection of the message.

d. The student's memory was preoccupied by skiing, preventing decoding of the message.

Question 4.

Which of the following statements best describes the factors affecting the decoding of a message?

a. The receiver uses his memory to establish word meaning, which must equal the sender's meaning and which must be emphasized by the sender's nonverbal communication.

b. The meaning of the detected words must equal the sender's meaning, which must be accompanied by nonverbal symbols.

c. In order to decode the message, the receiver must use his memory to establish word meaning, and interpret the meaning of the gestures and tone of voice used by the sender.

d. The receiver's interpretation of the nonverbal communication of the sender, the ability of the receiver to use his memory to establish the word meanings, and the relation of the receiver's word meanings to those of the sender.

Question 5.

The Commanding Officer of a ship has just returned from a predeployment conference in the Force Commander's office. He informs the Executive Officer that two of the four ports which they were scheduled to visit upon completion of their operations on deployment have been cancelled, and that there isn't much hope of scheduling any new ports to visit due to the location of their deployment; he orders the word put out. At a department head meeting that afternoon the Executive Officer passes this message to them, and they in turn notify their division officers. The word on the cancellation of the ports of visit finally filters down to the men on board. One afternoon the Executive Officer while talking to one of the men in the Deck Division, is asked why the ship isn't going to visit any liberty ports upon completion of their deployed exercises.

What action should have been taken to prevent such a physical barrier from happening in the communication network?

a. The information should never have been put out to all hands, but passed only to the officers.

b. The information should have been published in the Plan of the Day or announced over the PA system, to eliminate the movement of the message through so many links.

c. The Commanding Officer should not have passed the word to anyone other than his Executive Officer and the Navigator, as a serious morale problem could have been caused by the leak of such information.

d. The Executive Officer should have required a questionnaire to be made up on the up-coming deployment to be filled out by all hands to ensure that everyone had the correct information on the deployment.

Question 6.

Which of the following statements is the correct definition of a physical communication barrier?

a. Too great a distance between the sender and the receiver may require them to change their type of communication.

b. Barriers within the environment that cause interference with the reception of the message by the sensory organs

c. Barriers within the environment which prevent a message being transmitted from the sender to the receiver

d. A physical communication barrier must be comprised of the following: physical distance, audio-visual interference conditions, size and complexity of the organization, and the amount of communication in the environment.

Question 7.

LCDR Smith, in charge of the Military Personnel Office at the Naval Submarine Base, Pearl Harbor, Hawaii, had revised the procedures for processing orders into six steps instead of three. He tried to call his assistant, LTJG Hanks, but found he was not at his desk. LCDR Smith decided to go get a cup of coffee. As he walked into the coffee mess he saw Mr. Hanks talking to his wife who had just returned from the doctor's office with the news that they are expecting their first child. LCDR Smith stopped and proceeded to explain the six steps in the procedure which he had just revised to Mr. Hanks. Mr. Hanks, of course, heard little, if anything, that LCDR Smith had to say.

Which of the following statements most correctly identifies the action which should have been taken by LCDR Smith to prevent the breakdown in communications?

a. Mr. Hanks' wife should not have been on board during normal working hours, so LCDR Smith should have ordered him back to the office to discuss the six steps in the new procedure.

b. Since the breakdown in communications was caused by a status problem, LCDR Smith should have used empathy and been concerned with Mr. Hanks' communication first.

c. Since the breakdown was caused by message competition, LCDR Smith should have waited until Mr. Hanks returned to the office to explain the new procedures.

d. None of the above

Question 8.

Which of the following statements best describes the disadvantages of excessive communications?

a. It causes unnecessary delays of action if such is the intent of a message.

b. It limits the lower levels in the communication network in obtaining clarification of the message from higher levels.

c. With excessive communication in the environment a message will be distorted and diluted by the time it reaches its end.

d. Excessive communications causes message competition, impairs the feedback process, and delays action.

Question 9.

The men in the division had spent the entire day holding "Field Day" aboard the ship in preparation for the Materiel Inspection which was to be held the following day, and they were physically exhausted. The ship was moored about a half a mile from the main gate of the base. One of the seamen in the division (who is from the south) lives just outside of the main gate, and at "Knock off ship's work," he asked several of the men in the division if they would "carry him home." "Carry me" in the south means the same as "Give me a lift." The men he asked looked at him as though he was some sort of a nut and just went on their way and prepared to leave the ship at "Liberty Call."

Why does a communication breakdown exist and what course of action could have been taken to prevent it?

a. The words of the sender had a different meaning for the receivers because of the different parts of the country in which they were raised. The situation could have been prevented by one of the men asking the seaman exactly what he meant by "carry."

b. Because of the different parts of the country in which the men involved were raised, the words meant one thing to the sender and another to the receiver. The young seaman should have realized his error in using the phrase "carry me" from the feedback he was getting, and should have asked one of the men for a lift home.

c. Both of the above

d. None of the above

Question 10.

Which of the following statements best describes the concept of a psychological barrier?

a. Barriers that are present in the receiver and/or the sender that may require them to change their type of communication

b. Barriers that are present in the receiver and which cause interference with the reception of the message by the sensory organs.

c. Barriers that are present in the receiver and/or the sender which prevent reception of the message.

d. None of the above

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Four/III/RPF INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Four SEGMENT III

REMEDIATION TEXT Linear Text (HLT)

ITEM	ANSWER	REMEDIATION REFERENCE
1	c	Pages 3-6
2	d	Pages 1-5
3	c	Pages 6-8
4	d	Pages 7-9, 17-19
5	b	Pages 9-16
6	b	Pages 17-19
7	c	Pages 13-16, 32-35
8	d	Pages 13-14, 18
9	c	Pages 25-29
10	d	Pages 20-22, 25-27, 31
11		
12		
13		
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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FOUR

ACHIEVING EFFECTIVE COMMUNICATION

Segment IV

The Communication Process (Sender and Feedback)

Intrinsically Programed Booklet

(IMIPB)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

747

FOREWORD

"We should have a great many fewer disputes in the world if words were taken for what they are, the signs of our ideas only, and not for things themselves."

John Locke

Having completed the segment on the communication process as it relates to the receiver and the barriers to reception, it is logical that Segment IV move on to the other two aspects of the communication process, the sender and feedback.

Since all the aspects of the communication process are necessary to a complete coverage of leadership, the appropriateness of this segment on sender and feedback becomes obvious. Segment IV will cover in some detail:

- Message and delivery techniques
- Different message forms
- Message organization methods
- The effects of sender's behavior on communication
- Message delivery techniques
- How to evaluate message adequacy
- How to evaluate message feedback

Segment IV uses the media of audiotape and an intrinsically programed booklet. Three things will be needed to complete this segment: (1) either the right audiotape and recorder or audio tape script; (2) Part Four/IV Intrinsically Programed Booklet (IPB) and (3) the appropriate Answer and Confirmation Sheet from the Student Guide. The tape/script will indicate where to go in the IPB, and the IPB will indicate how to proceed through the program.

A leader, can easily understand the importance to the mission of knowing about communication senders, and how to use communication feedback. This knowledge is a MUST for the effective leader.

THE COMMUNICATION PROCESS (SENDER AND FEEDBACK)

(If you have an audiotape, listen to PART I before reading this page.

If you do not have an audiotape, begin on page *vi* of the audio script for this segment.)

Encoding Technique--The First Stage of Effective Communication

1. Determine the receiver's frame of reference.
2. Select effective and appropriate verbal and nonverbal symbols.
3. Organize the message.

(Go to page 8.)

Your Answer:

In communicating with the crew, the officer neglected to use gestures, facial expressions and voice inflection to reinforce and emphasize the meaning of the words.

This is true, but it is not the whole explanation for the crew's lack of understanding. The officer also failed to follow the other two suggestions for selecting effective and appropriate verbal and nonverbal symbols: he did not choose the language on the basis of the total communication situation, and he did not convert the message into words and concepts the crew could understand.

(Go to page 12 and refer to it while listening to PART IV of the tape.)

Your Answer:

The Executive Officer studies the new procedure, determines the division which will be affected, and then calls a meeting of all the division officers.

The Executive Officer failed to implement the three steps necessary for effectively encoding a message.

(Go back to page 1 and read the summary again. Then choose a better answer from the choices on page 8.)

The First Step of the Encoding Technique--Determine the receiver's frame of reference.

1. Establish rapport by gaining the receiver's attention and by giving him an overview.
2. Consider any of the receiver's past experiences and knowledge that might affect his understanding.
3. Consider moment-to-moment variations in mood or circumstances that might influence the receiver's frame of reference.

(Go to page 5.)

Which of the following best describes how a sender can determine a receiver's frame of reference?

a. 1) By gaining his receiver's attention

2) By giving his receiver an overview

3) By establishing rapport

b. 1) By considering any of his receiver's past experiences that will affect his understanding

2) By considering any of his receiver's knowledge that will affect his understanding

3) By considering the moment-to-moment variations in mood or circumstances that might influence the receiver's frame of reference

c. 1) By establishing rapport

2) By considering any of his receiver's past experiences and knowledge that will affect his understanding

3) By considering the moment-to-moment variations in mood or circumstances that might influence the frame of reference

d. 1) By encoding his message

2) By considering his receiver's future potential in areas that will affect his understanding

3) By considering the possibilities of changing his mode of encoding

---

(Go to page 9 and refer to it while listening to PART III of the tape.)

Your Answer:

After determining LCDR Helnick's frame of reference and deciding that Helnick can understand even highly technical terms usually used only by nuclear experts, CDR Keller sits down to organize his memo of instructions to LCDR Helnick.

CDR Keller followed all three of the steps necessary to ensure effective encoding.

(Go to page 4 and refer to it while listening to PART II of the tape.)

Your Answer:

On the basis of the total communication situation, the written language of the memo was inappropriate for oral communication.

This is true, but it is not the whole explanation for the crew's lack of understanding. This officer also did not follow the other suggestions for selecting effective and appropriate verbal and nonverbal symbols: he did not convert the message into words and concepts that the crew could understand; nor did he use gestures, facial expressions or voice inflections to reinforce and emphasize the meaning of words.

(Go to page 12 and refer to it while listening to PART IV of the tape.)

On the basis of the technique for encoding, select the situation which will most likely result in a successfully communicated message.

a. The Executive Officer studies the new procedure, determines the divisions which will be affected, and then calls a meeting of all the division officers. (Go to page 3.)

b. After determining LCDR Helnick's frame of reference and deciding that Helnick can understand even highly technical terms usually used only by nuclear experts, CDR Keller sits down to organize his memo of instructions to LCDR Helnick. (Go to page 6.)

c. LT Hansen is proud of a memo he prepared for the special tasks group. He had determined the group's frame of reference and had worked hard to use language appropriate for that group of men. Therefore, he simply adds the newly received instructions to the end of his memo. (Go to page 11.)

d. LTJG Parsons talks with ENS Jameson long enough to determine SN Allen's frame of reference. Before he calls SN Allen in for briefing, however, Parsons organizes his message. (Go to page 14.)

The Second Step of the Encoding Technique--Select effective and appropriate verbal and nonverbal symbols.

1. Select language on the basis of the total communication situation.
2. Choose words and concepts that the receiver understands in the same context as you do.
3. Use appropriate nonverbal communication, i.e., posture, gestures, facial expressions and pitch and tone of voice to reinforce and emphasize the meaning of words.

(Go to page 10.)

The memo was full of grammatically complex sentences and long, obscure words. The officer who wrote it was pleased, however, since in his opinion, it conveyed the new policies in a way befitting someone with a degree in English. He had to pass the information on to the crew, so he called the men together. With a deadpan face, and unvarying voice he read the memo aloud. The officer became uncomfortable when he realized that the men were becoming restless and was surprised to hear one of the men ask his neighbor what the memo was about.

Choose the statement that best describes the causes for the crew's lack of understanding.

a. In communicating with the crew, the officer neglected to use gestures, facial expressions and voice inflections to reinforce and emphasize the meaning of words. (Go to page 2.)

b. The officer should have circulated the memo so the men could read and interpret it individually. (Go to page 19.)

c. The officer followed none of the suggestions for selecting effective and appropriate verbal and nonverbal symbols: he did not select the language on the basis of the total communication situation; he did not convert the message into words and concepts the crew could understand; nor did he use gestures, facial expressions or voice inflections to reinforce and emphasize the meaning of words. (Go to page 15.)

d. On the basis of the total communication situation, the written language of the memo was inappropriate for oral communication. (Go to page 7.)

Your Answer:

LT Hansen is proud of a memo he prepared for the special tasks group. He had determined the group's frame of reference and had worked hard to use language appropriate for that group of men. Therefore, he simply adds the newly received instructions to the end of his memo.

LT Hansen missed one of the three steps necessary for effective encoding of his message. He simply added new instructions instead of reorganizing his message to include them.

(Go to page 4 and refer to it while listening to PART II of the tape.)

The Third Step of the Encoding Technique--Organize the message.

1. Explain which tasks are to be completed concurrently.
2. Explain the sequence of required subtasks.
3. Keep the message as short as possible.

(Go to page 13.)

The following is a description of a communication situation.

ENS Williams is addressing a group of new personnel aboard a heavy cruiser about the various positions and functions essential to the operation of a twin 5-inch/38 gun mount. The prospective mount captain, pointer, trainer, sight-setter, fuse-setter, check-sight observer, ammunition handlers, and upper handling-room personnel are gathered together for a briefing from the ensign about their respective duties.

Select the message that best exemplifies the third step of the encoding technique--organizing the message.

a. "Good morning, men. I want each of you to get to know the other's job thoroughly. That's the only way to get a good mount crew. We'll start out discussing the roles of the pointer and the trainer. Then we'll get into the duties of a mount captain. We'll sum it up with an explanation about the 5-inch/38 gun mount and the overall characteristics of the gun."

b. "Good morning, men. I'm going to tell you about the 5-inch/38 gun mount and describe the overall characteristics of the gun. The function of a 5-inch/38 gun mount is a complicated operation, so I'll first explain those duties which must be executed not sequentially, but all at the same time. Then I'll divide the group into sub-groups and explain your individual duties and how they dovetail or fit into the overall picture."

c. "Good morning, men. I'm going to tell you about the 5-inch/38 gun mount and explain the overall characteristics of the gun, including the nomenclature and functioning of its component parts. Then I'll explain the specific duties of the mount captain, the pointer, trainer, sight-setter, fuse-setter, check-sight observer, ammunition handlers, and upper handling-room personnel."

d. "Good morning, men. I'm Ensign Williams. Now each of you has a job to do and for most of you, your duties will be specialized. All you need to be concerned with is doing your job well. I have your individual duties spelled out and will go over them with each of you separately. Dismissed."

(Now go to page 23.)

Your Answer:

LTJG Parsons talks with ENS Jameson long enough to determine SN Allen's frame of reference. Before he calls SN Allen in for briefing, however, Parsons organizes his message.

LTJG Parsons skipped one of the three steps necessary for effective encoding of his message: he failed to select language that would be appropriate for SN Allen's briefing.

(Go to page 4 and refer to it while listening to PART II of the tape.)

Your Answer:

The officer followed none of the suggestions for selecting effective and appropriate verbal and nonverbal symbols: he did not select the language on the basis of the total communication situation; he did not convert the message into words and concepts the crew could understand; nor did he use any gestures, facial expressions or voice inflections to reinforce and emphasize the meaning of words.

Correct.

(Go to page 12 and refer to it while listening to PART IV of the tape.)

Delivery Technique--The Second Stage of Effective Communication

1. Establish credibility
2. Avoid talking down
3. Avoid offending the receiver
4. Ask key questions

(To continue, go to page 17.)

The following is a description of a situation which illustrates poor delivery technique.

> ENS Gibson has been discussing with LTJG McDonald the announcement the latter has prepared for the Weapons Department. The announcement changes the watch schedule so that the men stand more watches. The ensign has tried to convince the lieutenant that the schedule did not work the last time they tried it. He strongly objects to making the announcement and makes it only after having been given a direct order by LTJG McDonald. ENS Gibson is very angry while making the announcement and refuses to answer any questions from his men.

Select the statement that describes a better alternative to ENS Gibson's delivery technique.

a. ENS Gibson's delivery should have been free of any emotional overtones.

b. ENS Gibson's delivery should have indicated that he himself was going to try to make the best of a questionable new proposal and that he expected all the men to do the same by making an effort to comply with the new schedule.

c. ENS Gibson should have delivered the announcement in warm, cooperative overtones to counteract the men's inevitable feelings of antagonism.

(Now go to page 25 and refer to it while listening to PART VI of the tape.)

Your Answer:

"Men, I want to be just as proud of you after your liberty as I am now. I want you to enjoy yourselves. You have earned the right to go ashore and relax. I'm proud of the outstanding record you have set for yourselves and the ship while on this cruise."

You're on the right track, but this is not the best answer. The Captain organized the message and used effective language, but he did not first establish rapport with the men before he gave them the message.

(Go to page 16 and refer to it while listening to PART V of the tape.)

Your Answer:

The officer should have circulated the memo so the men could read it and interpret it individually.

Wrong. The message in the memo would still have been confusing to the men because the officer failed to follow the suggestions for selecting effective and appropriate verbal and nonverbal symbols.

(You need to review the second step of the encoding technique, so go back to page 9 and read the summary again. Then choose a better answer from the choices on page 10.)

Your Answer:

"Just a word before you go on your liberty. I know you've all worked hard, but just remember that your own reputations and that of the ship and the Navy are at stake. Don't do anything that would damage that good reputation. Remember that conduct to the prejudice of good order and discipline is a UCMJ offense. Keep this in mind during your liberty."

This is not the best answer. The language and the general tone of the message are inappropriate for a crew going on liberty, and the implied criticism may very well cause resentment among some of the men.

(Go to page 16 and refer to it while listening to PART V of the tape.)

Your Answer:

1) By honestly admitting his lack of knowledge
2) By being trustworthy
3) By behaving consistently and appropriately

You're on the right track, but your answer is not entirely correct. For one, the directive concerning honesty is really an example of being trustworthy. Secondly, it fails to mention the importance of consistent and fitting behavior while delivering a message.

(To continue, go to page 32.)

Your Answer:

"Men, I'm proud of the outstanding record you have set for yourselves and the ship while on this cruise. You have earned the right to go ashore and relax. I want you to enjoy yourselves, and I want to be just as proud of you after your liberty as I am now."

Correct. The Captain encoded his message correctly by first determining the crew's frame of reference, then by selecting appropriate language, and finally by organizing his message. He accurately conveyed his intentions to the men.

(Go to page 16 and refer to it while listening to PART V of the tape.)

Encoding Technique

1. Determine the receiver's frame of reference.

   a) Establish rapport by gaining the receiver's attention and by giving him an overview.

   b) Consider any of the receiver's past experiences and knowledge that might affect his understanding.

   c) Consider moment-to-moment variations in mood or circumstances that might influence the receiver's frame of reference.

2. Select effective and appropriate verbal and nonverbal symbols.

   a) Select language on the basis of the total communication situation.

   b) Choose words and concepts that the receiver understands in the same context as you do.

   c) Use gestures and facial expressions to reinforce the meaning of words.

3. Organize the message.

   a) Explain tasks to be completed concurrently.

   b) Explain the sequence of required subtasks.

   c) Keep the message as short as possible.

(To continue, go to page 24.)

The following is a description of a military situation.

A heavy cruiser is steaming toward a liberty port after six months of extensive operations underway. The crew is looking forward with great enthusiasm to this opportunity to get off the ship and have a good liberty. They have been talking about almost nothing else for the past few days. Some of the older hands have visited the port before, and the scuttlebutt around the ship is that there are lots of gals and good bars and that the port is really a sailor's haven. The Captain is eager for the crew to have a good time, for the strain of continuous at-sea operations has become evident recently; but he wants to remind them that their conduct ashore should not be such that the local people would have grave misgivings about the United States Navy.

Which of the following seems the best way for the Captain to convey his thoughts to the crew?

a. "Men, I'm proud of the outstanding record you have set for yourselves and the ship while on this cruise. You have earned the right to go ashore and relax. I want you to enjoy yourselves, and I want to be just as proud of you after your liberty as I am now." (Go to page 22.)

b. "Men, I want to be just as proud of you after your liberty as I am now. I want you to enjoy yourselves. You have earned the right to go ashore and relax. I'm proud of the outstanding record you have set for yourselves and the ship while on this cruise." (Go to page 18.)

c. "Just a word before you go on your liberty. I know you've all worked hard, but just remember that your own reputations and that of the ship and the Navy are at stake. Don't do anything that would damage that good reputation. Remember that conduct to the prejudice of good order and discipline is a UCMJ offense. Keep this in mind during your liberty." (Go to page 20.)

The First Step of the Delivery Technique--Establish credibility (credibility--the power of inspiring belief).

1. Consistency and fitness of behavior
2. Trustworthiness
3. Competence in job area
4. Drive (energy)

(Go to page 26.)

Which of the following best describes how a sender can establish credibility?

a. 1) By behaving consistently and appropriately

2) By being trustworthy

3) By demonstrating competence and drive
(Go to page 38.)

b. 1) By being trustworthy

2) By obeying the rules he has set down

3) By demonstrating competence and drive
(Go to page 28.)

c. 1) By properly encoding the message

2) By being trustworthy

3) By demonstrating competence and drive
(Go to page 31.)

d. 1) By honestly admitting his lack of knowledge

2) By being trustworthy

3) By behaving consistently and appropriately
(Go to page 21.)

Your Answer:

"Seaman Jacobs, even though you haven't had any training in filing correspondence, I'm sure you won't have any difficulty. There are a few basic rules..."

Correct. The sender didn't undercut the task, which would have made SN Jacobs' assignment seem menial. The sender also acknowledged the seaman's lack of training, so the prospect of making a mistake became less threatening and upsetting to him. In addition, the sender gave him some guidelines from which to start.

(Go to page 36 and refer to it while listening to PART VIII of the tape.)

Your Answer:

1) By being trustworthy

2) By obeying the rules he has set down

3) By demonstrating competence and drive

Your answer is correct as far as it goes; it does not fully describe how a sender can establish credibility. Obeying the rules the sender has set down is only one aspect of his behavior which influences the delivery of a message. There are others that are as important and are included under the broader heading of behaving consistently and appropriately when sending a message. Here once more are the factors describing how a sender can establish credibility:

1. By behaving consistently and appropriately
2. By being trustworthy
3. By demonstrating competence and drive

(To continue, go to page 32.)

The Second and Third Steps of the Delivery Technique--

1. Avoid talking down to men or appearing to be less interested in a man's welfare than in a mission.

2. Avoid offending the receiver. Don't make him feel that:

   a) He is not intelligent enough to understand.

   b) He is incompetent for the assignment.

   c) You feel he does not care about the Navy's goals.

(Go to page 30.)

In the following message the sender is conveying a negative impression of his receiver.

> "Seaman Jacobs, I'm sure you don't know anything about filing correspondence, but you are the only one available, so I guess I'm stuck with you. Here's what I need..."

In which version of the message does the sender avoid talking down to SN Jacobs?

a. "Seaman Jacobs, I'm sure it might be difficult for you to see the importance of efficiency in office procedures, but your job is important. Look at it this way, Jacobs. A file in which the correspondence is correctly filed can save the Navy countless hours in searching for a document..." (Go to page 33.)

b. "Sorry, Seaman Jacobs, that you had to miss out on that session you signed up for. As for this simple job, anybody could do it. Anybody who knows their ABC's can file. Uh, you do know the alphabet, don't you?" (Go to page 35.)

c. "Seaman Jacobs, even though you haven't had any training in filing correspondence, I'm sure you won't have any difficulty. There are a few basic rules..." (Go to page 27.)

Your Answer:

1) By properly encoding the message

2) By being trustworthy

3) By demonstrating competence and drive

Not exactly. While it is true that being trustworthy and demonstrating competence and drive help in establishing credibility, encoding is the first step of the communicating process and is not a part of establishing credibility, which is the second step.

(Go back to page 26 and select a better answer.)

In the situations described below, which officer is most likely to establish credibility?

a. LT Wade is self-conscious and avoids calling attention to himself by speaking as little as possible.

b. ENS Walters knows that the men like positive answers. Therefore, even if he doesn't know the answer, ENS Walters will answer quickly and authoritatively.

c. When asked a question, ENS Newman will answer the question without hesitation. However, if he does not know the answer, he will say, "I don't know, but I'll find out for you."

d. ENS Montoya is unhappy with the new liberty schedule he has to announce, and he looks and sounds disgusted while delivering it to the men.

(Now go to page 29 and refer to it while listening to PART VII of the tape.)

Your Answer:

"Seaman Jacobs, I'm sure it might be difficult for you to see the importance of efficiency in office procedures, but your job is important. Look at it this way, Jacobs. A file in which the correspondence is correctly filed can save the Navy countless hours in searching for a document..."

The sender was correct in attaching some importance to SN Jacobs' task but he overdid it. His officiousness in stating the obvious is likely to have an adverse effect on Jacobs. Subjecting a receiver to the indignity of a condescending message results in ineffective communication.

(Go to page 36 and refer to it while listening to PART VIII of the tape.)

Your Answer:

ENS Transit, a CEC officer, says to the equipment operator: "Daniels, take that front loader and load that truck with 1-inch gravel and don't louse up like you did the last time. Now what size gravel did I say to load?"

No, this does not represent the best delivery technique. The officer was correct in asking the key question, but he did not avoid talking down to Daniels.

(Go to page 43 and refer to it while listening to PART IX of the tape.)

Your Answer:

"Sorry, Seaman Jacobs, that you had to miss out on that session you signed up for. As for this simple job, anybody could do it. Anybody who knows their ABC's can file. Uh, you do know the alphabet, don't you?"

The sender was correct in showing concern about SN Jacobs's welfare and interests, but he was wrong in demeaning the task and questioning whether Jacobs could do a job that anybody could supposedly do. He is creating the impression that SN Jacobs is not intelligent enough and incompetent for the job.

(Go back to page 29 and read the summary again. Then choose a better answer from the choices on page 30.)

The Fourth Step of the Delivery Technique--Ask key questions.

1. Purpose: When giving instructions, the leader should attend to lapses in understanding.

2. Reason: It is possible for the sender to phrase a message that is clear to him and for the receiver to decode the message in a way that is clear to him, while both attribute entirely different meanings to the same message.

(Go to page 37.)

Which of the following statements best describes the reason for asking key questions?

a. By asking key questions, a sender can better determine his receiver's interest in his message.

b. Asking key questions keeps receivers alert and ensures that they pay attention to the message.

c. Asking key questions allows those receivers that know the correct answers to be reinforced for attending to the message.

d. Asking key questions enables the sender to tell whether the receiver is deriving or inferring a meaning different from the one the sender is trying to present.

(Now go to page 40.)

Your Answer:

1) By behaving consistently and appropriately
2) By being trustworthy
3) By demonstrating competence and drive

Correct. In order to establish credibility, a sender has to follow all of the above suggestions. As you can see, establishing and maintaining credibility is a continuous process requiring cultivation on a daily basis.

(To continue, go to page 32.)

Select the example that represents the best delivery technique.

a. ENS Transit, a CEC officer, says to the equipment operator: "Daniels, take that front loader and load that truck with 1-inch gravel and don't louse up like you did the last time. Now what size gravel did I say to load?" (Go to page 34.)

b. LTJG Peck is speaking to the crew of the Admiral's barge: "Men, I have a job for you that shouldn't present any problem. The Admiral's wife will be at Pier 5 at 1900. Take the Admiral's barge and be at the pier 5 minutes ahead of time. Bring her back to the ship. Clancy, what time are you to be at the pier?" (Go to page 42.)

c. ENS Newman, the Personnel Officer, is giving instructions: "Seaman Hadley, you're a good driver; take the pickup and three men from the Weapons Department--LT Murphy has their names--and proceed to the International Airport, not the National, at 1350 to pick up LT Murray. He was scheduled to arrive on BOA Flight 9 but is now coming on TWA Flight 102." (Go to page 45.)

Delivery Technique

1. Establish credibility.

   a) Consistency and fitness of behavior

   b) Trustworthiness

   c) Competence in job area

   d) Drive (energy)

2. Avoid talking down to men or appearing to be less interested in a man's welfare than in a mission.

3. Avoid offending the receiver. Don't make him feel that:

   a) He is not intelligent enough to understand.

   b) He is incompetent for the assignment.

   c) You feel that he does not care about the Navy's goals.

4. Ask key questions.

   a) Purpose: When giving instructions, the leader should attend to lapses in understanding.

   b) Reason: It is possible for the sender to phrase a message in a way that is clear to him and for the receiver to decode the message in a way that is clear to him, while both attribute entirely different meanings to the same message.

(Go to page 39.)

Your Answer:

"Newman, here's a rough draft of a letter I want you to do. It's from the 'Old Man' to Admiral Clark, so it has to be perfect. Don't mess it up like the last one you did. This one you'll keep redoing till you get it right."

Wrong. In this version of the message the lieutenant did not convey to the yeoman that he realized how the yeoman would regard an assignment that had to be letter-perfect.

(Go back to page 46 and read the summary again. Then choose a better answer from the choices on page 47.)

Your Answer:

LTJG Peck is speaking to the crew of the Admiral's barge: "Men, I have a job for you that shouldn't present any problem. The Admiral's wife will be at Pier 5 at 1900. Take the Admiral's barge and be at the pier 5 minutes ahead of time. Bring her back to the ship. Clancy, what time are you to be at the pier?"

Right, this does represent the best delivery technique. The officer did not talk down to the men or imply that his impression of them was negative; and he asked a key question.

(Go to page 43 and refer to it while listening to PART IX of the tape.)

Modifying Technique--The Third Stage of Effective Communication

Reasons for modification:

1. Receiver's tendency to evaluate, judge, and approve or disapprove of other people's statements

   a) Common to any interchange or communication

   b) Increased in situations where emotions and feelings (particularly in conflict) are deeply involved.

2. People have a tendency to listen only to communication that is geared to their interests and needs.

(Go to page 44.)

Which statement contains the correct reasons for modifying a message?

a. Receivers tend to evaluate and judge other people's statements. Then they approve or disapprove.

b. People tend to listen only to communication that is geared to their interests and needs.

c. People tend to listen only to communication that is geared to their interests and needs. Receivers tend to evaluate, judge, and approve or disapprove of other people's statements.

(Now go to page 46 and refer to it while listening to PART X of the tape.)

Your Answer:

ENS Newman, the Personnel Officer, is giving instructions: "Seaman Hadley, you're a good driver; take the pickup and three men from the Weapons Department--LT Murphy has their names--and proceed to the International Airport, not the National, at 1350 to pick up LT Murray. He was scheduled to arrive on BOA Flight 9 but is now coming on TWA Flight 102."

No, this example does not represent the best delivery technique. A very important element is missing--asking a key question. That's the only way ENS Newman can make sure that SN Hadley fully understands the details of this complicated message.

(Go to page 43 and refer to it while listening to PART IX of the tape.)

The First Step of the Modifying Technique--Use empathy to compensate for the receiver's evaluation and judgment of the message.

1. Perceive the receiver's frame of reference regarding the things he is hearing.
2. Consider the expressed idea from the receiver's viewpoint.

(Go to page 47.)

In the following situation, the sender failed to compensate for the receiver's evaluation and judgment of the message.

> LTJG Allen, the Executive Officer's administrative assistant, is speaking to YN3 Newman: "Newman, here is a rough draft of a letter the 'Old Man' wants sent to Admiral Clark. Be sure you center it on the sheet and prepare an envelope. Remember, any correspondence going to the Admiral has to be letter-perfect.

Select the version of the message that <u>best</u> illustrates the sender's having used empathy.

a. "Newman, here's a rough draft of a letter I want you to do. It's from the 'Old Man' to Admiral Clark, so it has to be perfect. Don't mess it up like the last one you did. This one you'll keep redoing till you get it right." (Go to page 41.)

b. "Newman, here's a rough draft of a letter I want you to do. I know you'll recognize the importance of doing a good job. Since it's from the 'Old Man' to Admiral Clark, it has to be done just right the first time." (Go to page 49.)

c. "Newman, here's a rough draft of a letter I want you to do because you know the importance of its being done just right. If you have to redo it even a couple of times, that's OK. It's a letter from the 'Old Man' to Admiral Clark." (Go to page 52.)

Your Answer:

The message does not require modifying.

You clearly have not understood the reasons and rules for modifying messages.

(Go back to page 57 and read the summary again. Then choose a better answer from the choices on page 55.)

Your Answer:

"Newman, here's a rough draft of a letter I want you to do. I know you'll recognize the importance of doing a good job. Since it's from the 'Old Man' to Admiral Clark, it has to be done just right the first time."

This is not an example of a sender using empathy. It's true that LT Allen acknowledged Newman's frame of reference in that he credited him with recognizing the assignment's importance, but he should have gone a step further and considered the actual performing of the task through the yeoman's eyes. Then he would have anticipated that Newman might be forced to redo the job before getting it letter-perfect and made allowances in the message for possible failure instead of demanding that the letter be done right the first time.

(Go to page 50 and read it while listening to PART XI of the tape.)

The Second Step of the Modifying Technique--Attempt to determine and understand the receiver's interests and needs.

(To continue, go to page 51.)

In which of the following examples did the officer appeal to his receivers' interests and needs?

a. LT Reed says to his radiomen: "Anyone who wants an extra two hours of liberty tonight listen to this notice that the Operations Officer just sent us."

b. CDR Scott is speaking to the officers in the wardroom at the start of the daily staff meeting: "There isn't anything of great importance to discuss today. I understand that the general mess had a problem last night."

c. LTJG Rand is instructing a dental technician class: "Today's session begins on page 32 of your textbook. Notice the method used to clean the teeth."

(Now go to page 57.)

Your Answer:

"Newman, here's a rough draft of a letter I want you to do because you know the importance of its being done just right. If you have to redo it even a couple of times, that's OK. It's a letter from the 'Old Man' to Admiral Clark."

Right. In this version LTJG Allen acknowledged Newman's frame of reference in that he credited him with realizing that the assignment has to be letter-perfect. Furthermore, he anticipated the possibility of failure to achieve perfection on the first try. This shows that the lieutenant considered the assignment through the yeoman's eyes.

(Go to page 50 and read it while listening to PART XI of the tape.)

Feedback

1. Purpose: to ensure that the message has been understood by the receiver the way it was intended by the sender

2. Effect of feedback: demonstrates to the sender the need to modify his communication on the basis of the outcome of his original communication

(Go to page 54.)

Select the statement that correctly defines the purpose of feedback.

a. The purpose of feedback is to assure the sender that his message has been understood by the receiver the way it was intended by the sender.

b. The purpose of feedback is to allow the sender to modify his message.

c. The purpose of feedback is to permit the receiver to clarify areas in which he might be confused.

(Now go to page 59 and refer to it while listening to PART XIII of the tape.)

The following is a description of a military situation.

> The storekeepers on an LPH have been bringing aboard and storing supplies a day prior to leaving on a 6-month cruise. It is now 1800, and they have been working since 0600. Since it is also the end of the quarter, the quarterly inventory has to be taken. The division officer has made arrangements for the typing to be done ashore if the inventory is finished by the next morning. He says to his men: "OK, men, that's done. You know that the quarterly inventory is due, so let's turn to and get it done."

If you think that the division officer's message does not require modifying, go to page 48. If you think that the message should be modified, which of these is the better modification?

a. "OK, men. That's done. I know you are tired and I hate to have to remind you at a time like this, but the quarterly inventory is due. I can't promise you anything definite, but if we can complete the inventory tonight, I think I can get it typed ashore. The sooner we get it done the better, so let's turn to and get it out of the way now." (Go to page 58.)

b. "Well, men, you've done a good job getting the new supplies on board. As you all know, we also have to get out the quarterly inventory. With the work we have ahead of us on this cruise, the only way to complete it will be by working in the evenings. I have a way of saving us a lot of time, but it will mean putting in some work tonight. A friend of mine, LT Baker, is attached to the base, and his typist will have some spare time tomorrow, so if we can get the inventory to LT Baker first thing in the morning, he'll have it typed for us. That should save us two or three evenings' work later this week. Let's see if we can knock it out tonight." (Go to page 61.)

Your Answer:

Feedback, a behavioral response from sender to receiver, facilitates two-way communication.

This is only true of a special type of feedback. Only free feedback facilitates two-way communication. Free feedback is feedback that is not required nor specially requested. It is generated spontaneously.

(Go to page 64 and refer to it while listening to PART XIV of the tape.)

Modifying Technique

Reasons for modifying:

1. Receivers tend to evaluate, judge, and approve or disapprove of other people's statements. This phenomenon is:

   a) Common to any interchange or communication

   b) Increased in situations where emotions and feelings (particularly in conflict) are deeply involved

2. People tend to listen only to communication that is geared to their interests and needs.

Guidelines for modifying:

1. Use empathy to compensate for the receiver's evaluation and judgment of the message.

   a) Perceive the receiver's frame of reference regarding the things he is hearing.

   b) Consider the expressed idea from the receiver's viewpoint.

2. Attempt to determine and understand the receiver's interests and needs.

(Go to page 55.)

Your Answer:

"OK, men. That's done. I know you are tired and I hate to have to remind you at a time like this, but the quarterly inventory is due. I can't promise you anything definite, but if we can complete the inventory tonight, I think I can get it typed ashore. The sooner we get it done the better, so let's turn to and get it out of the way now."

This modification is an improvement over the original, but it can be improved still further.

(Go back to page 57 and read the summary again. Then choose a better answer from the choices on page 55.)

Characteristics of Feedback

1. Feedback is a behavioral response (or message) from the receiver to the sender.

2. Free feedback creates a condition tending to facilitate two-way communication.

(Go to page 60.)

Which of the following statements best describes the characteristics of feedback?

a. Feedback, a behavioral response from sender to receiver, facilitates two-way communication. (Go to page 56.)

b. Feedback (a behavioral response from receiver to sender), when it is free, facilitates two-way communication. (Go to page 63.)

c. Feedback in itself is a behavioral response or message from the receiver to the sender. (Go to page 66.)

Your Answer:

"Well, men, you've done a good job getting the new supplies on board. As you all know, we also have to get out the quarterly inventory. With the work we have ahead of us on this cruise, the only way to complete it will be by working in the evenings. I have a way of saving us a lot of time, but it will mean putting in some work tonight. A friend of mine, LT Baker, is attached to the base and his typist will have some spare time tomorrow, so if we can get the inventory to LT Baker first thing in the morning, he'll have it typed for us. That should save us two or three evenings' work later this week. Let's see if we can knock it out tonight."

This is a well-modified message.

(Go to page 53 and refer to it while listening to PART XII of the tape.)

Your Answer:

OOD: "Edmunds, report to me any barometric change of 0.04" or more during any 1-hour period or of any bumboats coming alongside. Dismissed."

Wrong. Even though all the pertinent information was included in the message, the lieutenant did not permit any interaction and therefore had no way of knowing whether the new petty officer of the watch would have any difficulty.

(Go back to page 71 and select a better answer.)

Your Answer:

Feedback (a behavioral response from receiver to sender), when it is free, facilitates two-way communication.

Correct. Free feedback allows for maximum communication between the sender and receiver.

(Go to page 64 and refer to it while listening to PART XIV of the tape.)

Feedback as Interaction

1. Sender's delivery technique--voice, volume, rate of speaking
2. Receiver's reactions--facial expressions, gestures, actions, comments, questions
3. Successive communication interaction--switching roles and continuous exchange of information

(Go to page 65.)

Successive communication interaction allowed for effective communication in the following example:

> LTJG Elsen instructed PO Stephens to have the inventory ready by 0800 the next morning. As the officer turned away, he noticed a look of concern on Stephens' face. Turning back, the officer questioned Stephens. During the interchange, LTJG Elsen was able to determine that obsolete forms would have to be used unless the inventory could be put off until the following day. LTJG Elsen changed the deadline for completing the inventory to allow for current forms to be used.

Which mode of feedback gave LTJG Elsen the first clue that effective communication had not been achieved?

a. The receiver's facial expression

b. Verbal comments by the receiver

c. Questions and answers exchanged between sender and receiver

---

(Now go to page 71.)

Your Answer:

Feedback in itself is a behavioral response or message from the receiver to the sender.

This is only one of the two characteristics of feedback. The other is: Feedback, when it is free, facilitates two-way communication.

(Go to page 64 and refer to it while listening to PART XIV of the tape.)

Your Answer:

"It's a good thing that you Chiefs have had a lot of experience. The job we've got to do will require coordination with all the departments of the ship. It will take some time, and we shall have to work closely together. We're going to be drafting a Watch, Quarter, and Station Bill. Keep in mind that no two ships are alike. Any questions?"

No, this is not the best method to communicate the assignment. Even though most of the pertinent information is here, ENS Smith failed to use the encoding technique of organizing his message.

(Go to page 77.)

Your Answer:

OOD: "Edmunds, during your watch I want you to watch the barometer and report any change of 0.04" or more."

POOW: "Change during what period of time, Sir?"

OOD: "During any 1-hour period. Also, I want you to notify me of any bumboats coming alongside. Any questions?"

POOW: "No, Sir."

OOD: "OK. Repeat the instructions."

Correct. Questions were exchanged and the information repeated or rephrased; the confirmation was immediate and complete. There is no doubt that the receiver understood the message.

(Go to page 75 and read it while listening to PART XV of the tape.)

Sending Techniques for Effective Communication

1. Encoding technique:
   a) Determine the receiver's frame of reference.
   b) Select effective and appropriate verbal and nonverbal symbols.
   c) Organize the message.
2. Delivery technique:
   a) Establish credibility
   b) Avoid talking down to the men
   c) Avoid offending the receiver
   d) Ask key questions
3. Modifying technique:
   a) Use empathy to compensate for the receiver's evaluation and judgment of the message.
   b) Attempt to determine and understand the receiver's interests and needs.
4. Feedback modes:
   a) Sender's delivery technique--voice, pauses, volume, and rate of speaking
   b) Receiver's reactions--facial expressions, gestures, actions, comments, and questions
   c) Successive communication interaction

(Go to page 70.)

The following assignment is to be communicated by an officer to his men.

ENS Smith is a member of the precommissioning detail of a new guided missile frigate (DLG). Much of the work of this detail involves writing suitable ship's bills so that when the full allowance of personnel report aboard, the important functions of shipboard training can proceed efficiently. ENS Smith is fortunate in that several experienced CPO's are available to assist in drafting these bills. The ensign is assigning these CPO's the task of preparing a rough draft of a Watch, Quarter, and Station Bill.

Which of the following illustrates the <u>best</u> method for communicating this assignment?

a. "It's a good thing that you Chiefs have had a lot of experience. The job we've got to do will require coordination with all the departments of the ship. It will take some time, and we shall have to work closely together. We're going to be drafting a Watch, Quarter and Station Bill. Keep in mind that no two ships are alike. Any questions?" (Go to page 67.)

b. "Chiefs, first let me state that I feel fortunate that quite a bit of experience is represented in this group. We're going to be working together to develop a Watch, Quarter, and Station Bill. As you will recall, this will require quite a bit of coordination with all ship's departments. I am aware that it will take a while for us to get a workable bill drafted. Has everyone had some degree of direct DLG experience? Well, for those who haven't and to guide the thinking of the rest of us, we might cut some of the time if we each examine the bill in front of us that was developed by another DLG. Keep in mind that no two ships are alike. Be prepared to discuss the pros and cons at 1300. Any questions?" (Go to page 72.)

c. "Chiefs, first let me state how fortunate I feel in having experienced men to help in drafting the Watch, Quarter, and Station Bills we're going to be working on. This will require quite a bit of coordination with all ship's departments, and I am aware, as you are, that it will take a while for us to get a workable bill drafted. We'll meet again at 1300 to pick up our separate work details." (Go to page 74.)

The following is a situation requiring a message to be delivered and feedback to be generated on the basis of successive communication interaction.

LTJG Carson, OOD, wants to be notified of any barometric change of 0.04" or more during any 1-hour period. QM3 Edmunds is a new petty officer of the watch.

Select, on the basis of successive communication interaction, the example which demonstrates that the receiver understands the message.

a. OOD: "Edmunds, during your watch I want you to watch the barometer and report any change of 0.04" or more."

POOW: "Change during what period of time, Sir?"

OOD: "During any 1-hour period. Also, I want you to notify me of any bumboats coming alongside. Any questions?"

POOW: "No, Sir."

OOD: "OK. Repeat the instructions." (Go to page 68.)

b. OOD: "Edmunds, report to me any barometric change of 0.04" or more during any 1-hour period or of any bumboats coming alongside. Dismissed." (Go to page 62.)

c. OOD: "Edmunds, report any barometric change of 0.04" or more."

POOW: "Change during what period of time, Sir?"

OOD: "During any 1-hour period. Also, I want you to notify me of any bumboats coming alongside. Dismissed." (Go to page 73.)

Your Answer:

"Chiefs, first let me state that I feel fortunate that quite a bit of experience is represented in this group. We're going to be working together to develop a Watch, Quarter, and Station Bill. As you will recall, this will require quite a bit of coordination with all ship's departments. I am aware that it will take a while for us to get a workable bill drafted. Has everyone had some degree of direct DLG experience? Well, for those who haven't and to guide the thinking of the rest of us, we might cut some of the time if we each examine the bill in front of us that was developed by another DLG. Keep in mind that no two ships are alike. Be prepared to discuss the pros and cons at 1300. Any questions?"

Correct. The officer used effective encoding, delivery, modifying, and feedback techniques to communicate his message.

(Go to page 77.)

Your Answer:

OOD: "Edmunds, report any barometric change of 0.04" or more."

POOW: "Change during what period of time, Sir?"

OOD: "During any 1-hour period. Also, I want you to notify me of any bumboats coming alongside. Dismissed."

Partly correct. However, the lieutenant could go wrong by dismissing the new petty officer without being sure that he had no more questions.

(Go to page 75 and read it while listening to PART XV of the tape.)

Your Answer:

"Chiefs, first let me state how fortunate I feel in having experienced men to help in drafting the Watch, Quarter, and Station Bills we're going to be working on. This will require quite a bit of coordination with all ship's departments. And I am aware, as you are, that it will take awhile for us to get a workable bill drafted. We'll meet again at 1300 to pick up our separate work details."

Partly right. However, ENS Smith did not ask key questions or set up a situation in which successive communication interaction could take place at a later time.

(Go to page 77.)

Obstacles to Feedback

1. The sender is too busy sending messages to give adequate attention to receiving.

2. The sender wants to avoid conflict, either by providing no feedback to the originator, or by forestalling feedback to communications he originates when he anticipates unfavorable reactions.

3. The sender may feel insecure about his ability to perform or threatened by the receiver; i.e., the feeling that free feedback might weaken or diminish his strong control over the organization.

4. The sensitivity of the people involved (All of the barriers that apply to receivers apply to the sender when he receives the feedback.)

5. The magnitude of the feedback signal.

(Go to page 76.)

An obstacle to feedback exists in the following situation:

The men have been instructed to raise their hands in order to ask questions during a presentation. The lights are dimmed and a map flashes on the screen. It is focused perfectly and is clearly visible to each man in the room; however, this is the only way the map can be seen by students in sufficient detail to follow the presentation. As LT Clayborn speaks, his voice is audible to all those present, and with the aid of the lighted pointer that the lieutenant is using, the men are able to follow every route he traces on the map, but he can't see them clearly.

Select the statement that describes the correct method for eliminating the obstacle to feedback.

a. The lieutenant can stop periodically to turn up the lights and check to see if there are any questions he can answer.

b. The lights should be turned up so the lieutenant can see those who have questions.

c. The lieutenant should establish an audio channel for detecting the feedback.

(Now go to page 69.)

This is the end of Part Four, Segment IV.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FOUR

ACHIEVING EFFECTIVE COMMUNICATION

Segment IV

The Communication Process (Sender and Feedback)

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

THE COMMUNICATION PROCESS (SENDER AND FEEDBACK)

PROGRESS CHECK

Question 1.

Marine CAPT Rollins assembled his four platoon leaders to explain the next mission. Their company, which had not been in combat for over a month, was to engage in a search-and-destroy mission in conjunction with three other companies--each performing a different function. The objective was to encircle an enemy battalion in a deserted village in Vinh Loc District. CAPT Rollins' unit and another company were to lead the attack, with the other two companies acting as blocking forces. The mission was dangerous and timing was of extreme importance.

(Continued)

Question 1. (Continued)

Which of these is the best delivery technique for communicating the assignment to the platoon leaders?

a. CAPT Rollins should begin by emphasizing that the platoon leaders had not been in combat for a long time, and had better listen attentively. He should then proceed to inform them of the battalion's objectives and the roles of the other individual companies. After explaining their own roles he should remind them that they are expected to perform well.

b. CAPT Rollins should begin his explanation by stating that on the basis of the company's excellent performance record in the past, they have been again selected to lead the attack in the upcoming operation. He should then explain the overall mission and fully explore the company's role in relation to the other companies. During the discourse, CAPT Rollins should periodically ask key questions about the timing of the operation and the planned manner of execution. He should further encourage the platoon leaders to ask questions or make suggestions so that the assignment is completely understood by everyone.

c. CAPT Rollins should give his platoon leaders a formal briefing on the mission. He should reestablish his own position as leader and final decision maker. The platoon leaders should be made to repeat everything they have heard so that CAPT Rollins is certain that no misunderstandings exist.

d. CAPT Rollins should initially emphasize the danger in the new mission and remind the platoon leaders that sloppiness in timing will not be tolerated. He should allow the platoon leaders opportunity to ask key questions or make suggestions so that the assignment is completely understood by everyone.

Question 2.

Select the statement which correctly defines encoding.

a. Encoding is to receive a sender's thoughts and then convert them into meaningful sentences.

b. Encoding is a means of disguising thoughts so that disinterested parties cannot understand them.

c. Encoding refers to the conversion of the sender's thoughts into oral, written, and nonverbal symbols.

d. Encoding is the selection of those words and symbols which are inappropriate to understandable communications.

Question 3.

LTJG Thomas ordered his men to "hasten to the assistance of all the hapless gentlemen of the aircraft cubicles who by an unfortunate stroke of fate find themselves surrounded by the lapping frowns of salted water."

Select the reason why LTJG Thomas' men did not understand this order.

a. LTJG Thomas did not utilize enough nonverbal symbols in his communication.

b. LTJG Thomas misused his men's frame of reference.

c. LTJG Thomas failed to consider the men's moment-to-moment variations in mood.

d. LTJG Thomas did not use appropriate language in communicating his order.

Question 4.

LTJG Webster, an officer whose heavy drinking often resulted in substandard appearance, lectured his men on the necessity of maintaining military discipline, behavior, and appearance while on liberty in a foreign port.

Select the statement which describes the best way to deliver the message while maintaining credibility.

a. LTJG Webster should have had another officer deliver the lecture.

b. LTJG Webster should have issued a written directive for personal distribution to each man.

c. There is no best way for LTJG Webster to give such a lecture to his men without loss of credibility until such time as his conduct and performance of duty are exemplary in all aspects.

d. LTJG Webster should have apologized first for his sloppy appearance and then delivered the lecture to his men.

Question 5.

LTJG Clay called all his CPOs together for a briefing. The men were all experienced repair supervisors who had attended the most advanced Navy schools in their specialty. LTJG Clay explained their new responsibilities in simplistic terms, as if they might not understand the technical language generally used in such briefings.

Select the statement which is the best alternative way LTJG Clay could state his message and avoid a negative impression.

a. LTJG Clay should issue a written memorandum.

b. LTJG Clay should use language appropriate to his CPOs' level of understanding to avoid talking down to them.

c. LTJG Clay could improve his own competence in the repair area.

d. LTJG Clay should provide extra instruction for his men before briefing them on new material.

Question 6.

Select the statement which best describes the reason for asking key questions.

a. Key questions should be asked because verbal communication is one of the least effective forms of communicating.

b. Key questions should be asked because it must be assured that a message sent has long range applicability.

c. Key questions should be asked because it is possible that the receiver and sender may give entirely different meanings to the same message.

d. Key questions should be asked so that the least intelligent receiver is made to understand the message.

Question 7.

Select the statement which describes the correct reasons for modifying a message.

a. Senders tend to evaluate, judge, and approve or disapprove of other people's statements.

b. Enlisted men tend to listen only to communication that is geared to their interests and needs.

c. Most senders talk down to their receivers without realizing it.

d. Receivers tend to evaluate, judge, and approve or disapprove of other people's statements.

Question 8.

Select the example(s) in which the officer has applied the rule of obtaining attention.

a. "LCPL Jones, you are the best shooter in the company. When we go to the rifle range tomorrow, I want you to prove that to the others."

b. "Mister Fletcher, ENS Topp is smart, competent and aggressive. Why haven't you completed the job I gave you yesterday?"

c. "ENS Topp, see to it that all your incompetent misfits are given extra instruction on naval customs and traditions."

d. Both a and b above

Question 9.

CAPT Reynolds, a Marine reconnaissance pilot, was informed by his commander that an increase in the aerial reconnaissance coverage of the infantry's area of operation was necessary. He called a briefing of all his pilots.

Select the example of message delivery and feedback which will best assure CAPT Reynolds that the pilots understand his orders.

a. CAPT Reynolds should present the information orally followed by a question and answer discussion period.

b. CAPT Reynolds should ask the pilots to individually come into his office after the briefing to state their questions or objections.

c. CAPT Reynolds should provide each pilot with a written proposal of the changes to be made, and ask them to submit their written comments as soon as possible.

d. None of the above

Question 10.

LTJG Decker of the Air Department called all the repair supervisors into the briefing room. He told them that the present time allotted for the repair of certain engines would be decreased by one half. The supervisors looked at each other in dismay. PO Masters asked LTJG Decker if they were to receive additional personnel. Decker replied with a curt "Negative."

Select the statement(s) which correctly describe(s) the mode of feedback the leader received.

a. The mode of feedback was in the form of a verbal question.

b. The mode of feedback was in the form of facial expressions of dismay.

c. The mode of feedback was in the form of initial silence or lack of feedback.

d. Both a and b above

Four/IV/RPF INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Four SEGMENT IV

REMEDIATION TEXT Audio Script (HHATS)

ITEM	ANSWER	REMEDIATION REFERENCE
1	b	Pages 8-14
2	c	Pages 1-7
3	d	Pages 1-5
4	c	Pages 8-12
5	b	Pages 4, 8, 12
6	c	Pages 12-14
7	d	Pages 15-16
8	a	Pages 2-3
9	a	Pages 1-3, 19-21
10	d	Pages 21-24
11		
12		
13		
14		
15		

PROGRAM FRAME ANSWERS

PART FOUR

Segments I, II, III & IV

PROGRAM FRAME ANSWERS

PART Four SEGMENT I TYPE Linear Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	b
2	c
3	b
4	b
5	b
6	a
7	c
8	a
9	b
10	a
11	d
12	b
13	a,c,d
14	c
15	b
16	b
17	a
18	b
19	b
20	c
21	c
22	b

FRAME OR QUESTION NUMBER	CORRECT ANSWER
23	NO RESPONSE
24	a
25	b
26	a
27	a-3,b-1
28	b
29	b
30	b
31	a
32	b
33	a
34	b
35	b
36	c
37	a
38	c
39	b
40	c
41	b
42	a
43	a
44	b

FRAME OR QUESTION NUMBER	CORRECT ANSWER
45	b
46	d
47	a
48	a-1,b-2 c-3
49	a
50	c
51	b
52	a
53	b
54	a-1,b-3 c-2
55	a-4,b-2 c-1
56	b
57	c
58	c
59	b
60	a
61	b
62	d
63	e
64	a
65	b
66	a

FRAME OR QUESTION NUMBER	CORRECT ANSWER
67	c
68	b
69	b
70	a
71	b
72	a
73	b
74	b
75	a
76	a
77	c
78	b
79	b
80	a
81	b
82	a
83	c
84	c
85	b
86	c
87	c
88	b
89	b

PROGRAM FRAME ANSWERS

PART Four SEGMENT II TYPE Linear Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER	FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	a, c	23	b
2	a, c	24	c
3	a	25	a,c,d
4	a, b	26	b
5	b	27	c
6	a	28	a,b,c,e
7	a	29	a,b
8	a-3,b-1 c-2	30	a,b
9	a-2,b-3	31	a-2,b-2 c-1,d-1
10	a	32	a
11	a	33	b
12	a	34	a
13	b	35	c
14	b	36	a
15	a	37	a,b
16	a-3,b-2 c-1	38	a
17	a	39	a-2,b-1 c-2,d-1 e-2,f-2 g-2
18	a-3,b-2 c-1,4		
19	b	40	b
20	a, b	41	a
21	b	42	b
22	b	43	a

PROGRAM FRAME ANSWERS

PART Four SEGMENT III TYPE Linear Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	c
2	a-3,b-2 c-4,d-2 e-1,f-2
3	b
4	a
5	b
6	a
7	a
8	a
9	b
10	a-1,b-1 c-2,d-2 e-1,f-2 g-1,h-2
11	b
12	a
13	a,b
14	b,c,e
15	c
16	a
17	a-2,b-1 c-1,d-2 e-2,f-1
18	b
19	a
20	c
21	a
22	d
23	b
24	b
25	a
26	a
27	c
28	c
29	a,c
30	c
31	b,d
32	c
33	a,c,e
34	d
35	a,b,d
36	a-2,b-1 c-3
37	a
38	b
39	b
40	b
41	c
42	a
43	a
44	a
45	c
46	a
47	b
48	c
49	a
50	b
51	c
52	a
53	c
54	a
55	b
56	a
57	b
58	c
59	b
60	d
61	d
62	d
63	c
64	b
65	a-2,b-1
66	b
67	b
68	a-2,b-1 c-4,d-3
69	a
70	a
71	c
72	a-4,b-1

PROGRAM FRAME ANSWERS

PART Four SEGMENT IV TYPE Intrinsically Programed Booklet PAGE 1 OF 1 PAGES

QUESTION PAGE	CORRECT ANSWER
5	c
8	b
10	c
13	b
17	b
24	a
26	a
30	c
32	c
37	d
39	b
44	c
47	c
51	a
54	a
55	b
60	b
65	a
70	b
71	a
76	c